Austin Independent School District

District Improvement Plan

2026-2027



Mission Statement

We prepare every student with the knowledge and skills to thrive in college, career, and life.

Vision

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

Value Statement

Caring for every child to be **healthy, safe, engaged, supported, and challenged.**
Educational equity, to ensure every child receives what is needed to develop to their full potential.
Innovation and academic excellence to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
Valuing **diversity, inclusion and meaningful engagement** of all voices as we collaborate to improve the common good.
A **culture of respect, transparency, and data-informed decision making** to build trusting relationships with each other and those we serve.
Engaging our employees and inviting their **collaboration** to make AISD a great place to work.
Aligning resources to student needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

Goals

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 1: (TEC) 100% of campuses will develop a program or initiative to enhance community collaboration and facilitate parental involvement at the school

High Priority

Dual Capacity/Caregiver Engagement Goal

Evaluation Data Sources: Family and community engagement programs and outreach events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Integrate Dual Capacity-Building Framework training into Principal Level Meetings and/or Bridge Meetings at least twice per year to ensure campus leadership can coach staff on high-impact engagement. Provide specialized training during Parent Support Professional Development sessions, formally inviting representatives from campuses without a designated PS to ensure district-wide support in engagement capacities. Facilitate a "Bright Spot" shout-out to encourage cross-campus sharing. **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increases the capabilities and confidence of campus leaders and family facing staff to design engagement that is "Linked to Learning," relational and collaborative. By inviting representatives from non-PS campuses, the district ensures all families have access to trained engagement liaisons. A fundamental shift in campus culture where staff view families as essential partners in academic success rather than "helpers." **Staff Responsible for Monitoring:** Communication Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Develop a standardized toolkit containing templates and "Relational Outreach" guides (e.g., scripts for positive home calls and frameworks for Academic Parent-Teacher Teams). Create a shared digital repository in Campus Connect tile where campuses can upload their most successful low to no-cost engagement artifacts--such as "Interactive Homework" templates, scripts for positive phone calls, or student-led conference protocols. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #4: Positive relationships with teachers and peers **Strategy's Expected Result/Impact:** Promote collaboration amung campuses across the district. Promote best practices in family engagement. Enhanced Connections and collective efficacy across the district. Campuses will benefit from "crowdsourced" ideas, preventing campus staff from having to create materials from scratch. Reduced administrative burden on campus staff, leading to a higher frequency and quality of meaningful interactions. **Staff Responsible for Monitoring:** Communications Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Implement progress check-ins at least twice per year to gather qualitative insights and quantitative data, to will assist campuses in establishing at least one measurable and actionable goal focused on enhancing the quality of family engagement activities on campus.These goals will explicitly align with the Dual Capacity-Building Framework, ensuring campus initiatives move beyond one-way communication to become relational, developmental, and linked to student learning. **Strategy's Expected Result/Impact:** By requiring a measurable and actionable goal, the district moves campuses away from "random acts of engagement" toward intentional, results-oriented partnerships. For example, campuses transition from tracking "attendance" (quantitative) to tracking "impact" (qualitative). Instead of just knowing 50 parents showed up, campuses will understand if those parents felt more confident helping with math homework afterward. **Staff Responsible for Monitoring:** Communications Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 2: (TEC) 100% of campuses will implement coordinated school health (CSH) activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.
-Must have a strategy related to fitnessgram-
CSH Resources: https://docs.google.com/document/d/1MalsIc8A4Ei0YVmU83MSdM-ab4-1ZHGQqLPakz-uem8/edit?usp=sharing

High Priority

Evaluation Data Sources: Coodinated School Health survey and fitnessgram

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Establish professional learning sessions to train PE teachers on utilizing the FitnessGram assessment data, pinpointing at least one specific fitness domain (e.g., cardiovascular endurance, muscular strength, flexibility, or body composition) to improve the percentage of students meeting the Heart Fitness Zone (HFZ). **7 Conditions for Student Success:** Condition #4: Positive relationships with teachers and peers **Strategy's Expected Result/Impact:** Empowering PE teachers with data literacy for informed decision-making will provide clarity in designing instruction and developing programs focused on student outcomes. This process will break down campus silos, fostering a collaborative learning community with a shared purpose of achieving positive results for students through strategic lesson planning that directly addresses their fitness needs, ultimately leading to increased participation and skill development. **Staff Responsible for Monitoring:** District Coordinated School Health Team (Francinas Hollingswroth)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Strategy 2: Implement quarterly progress check-ins to gather qualitative insights and quantitative data, which will assist campuses in establishing at least one measurable and actionable goal focused on increasing student performance within the identified FitnessGram growth area. **Strategy's Expected Result/Impact:** Data-driven goal setting and quarterly check-ins will boost teacher efficacy and purpose, foster collaboration and growth, and provide evidence for strong advocacy for PE programs and student needs **Staff Responsible for Monitoring:** Campus athletic directors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Strategy 3: (Optional Strategy - will be part of an expanded pilot should a campus choose this strategy) Implement (100%) to utilize Healthier Generation Assessment tool by Fall 2026. The Healthier Generation Assessment tool is used to inform the development and execution of coordinated school health activities. **Strategy's Expected Result/Impact:** The creation of a targeted action plan with deliverables and milestones will allow a campus to develop the wellness of both staff and students. **Staff Responsible for Monitoring:** Dostrict Coordinated Schoo Health staff (Francinas Hollingswroth)				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 3: (TEC)100% of campuses will review their campus data to create, at minimum, one violence prevention strategy in their Campus Improvement Plans.
Campuses with grades 6 and above must have a strategy to prevent dating violence (state requirement).

High Priority

Evaluation Data Sources: Campus Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Campuses will analyze their violence-related data to identify trends. This data review could consist of: threat assessments, bullying investigations, or discipline data for offenses related to any level of violence (ex. any level of physical aggression, weapons, threats, or harassment). **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact: Reviewing campus data related to violence helps campus leadership identify trends in order to proactively set a violence prevention strategy tailored to campus specific needs. An example could be a campus' discipline offense of physical aggression to another student totaled 60 by the end of the previous year so the campus creates a current year goal to reduce this offense to 30 and will utilize Character Strong lessons before and after each school break and create respect agreements in each class to increase a shared understanding of respect. **Staff Responsible for Monitoring:** Campus Administrative Team **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Campuses will develop a violence prevention strategy, based on their data, to address a specific trend related to violence. The violence prevention strategy could consist of: building proactive positive relationships on campus using Character Strong lessons, providing training on how to safely report concerns, providing age-appropriate lessons in conflict resolution, requesting professional development or coaching in restorative practices, requesting professional development on best practices to identify signs of distress, and providing methods on how to request counseling and mental health support. **Strategy's Expected Result/Impact:** Creating a violence prevention strategy based on campus trend data helps leadership proactively address a potential root cause of campus violence. **Staff Responsible for Monitoring:** District Dicipline Team (Brandy Gratten) **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Campuses will select pertinent campus data in order to monitor the impact of their identified violence prevention strategy. This data review could consist of: threat assessments, bullying investigations, or discipline data for offenses related to any level of violence (ex. any level of physical aggression, weapons, threats, or harassment). **7 Conditions for Student Success:** Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** Ongoing review of campus data, related to violence, enables leadership to track the effectiveness of their violence prevention strategy. **Staff Responsible for Monitoring:** Brandy Gratten **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 4: Strategy to prevent dating violence for students in grades 6-12				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 22.6% in July 2026 to 21.08% by July 2027.

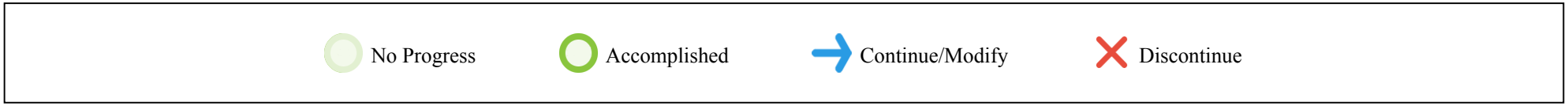
High Priority

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Requiring a Chronic Absenteeism Goal in the campus CIP. This will require campuses to identify campus-specific root causes, and develop and implement strategies for improvement. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** Campuses will take ownership of their data and focus on strategies that will benefit the unique needs of their students and their campus. **Staff Responsible for Monitoring:** Carla De La Rosa				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Implementation of a new Attendance Contract. A new Attendance Contract was updated to be more student-focused and collaborative to assist with identifying individual root causes for absences. **Strategy's Expected Result/Impact:** Campuses will focus on individual student needs with a relationship lens to reduce Chronic Absenteeism on their campus. **Staff Responsible for Monitoring:** Campus Administrative Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Continuous collaboration with MTSS to ensure alignment with the AISD MTSS Framework. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Addressing student attendance and Chronic Absenteeism is part of each level of tiered support. Continued training and support for implementing tiered interventions will assist staff with providing the specific interventions needed for specific students in each tier. **Staff Responsible for Monitoring:** Carla De La Rosa Krystal Colhoff				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 5: (TEC) Each Campus will implement positive behavior interventions and supports that integrate best practices on grief-informed and trauma-informed care.

High Priority

Evaluation Data Sources: Campus discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Counseling staff will support student needs through targeted training and resources on grief-informed and trauma-informed care to facilitate campus-wide implementation **7 Conditions for Student Success:** Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** An increased capacity among counseling staff to deliver trauma-informed interventions, leading to improved student emotional regulation and a decrease in recurring behavioral referrals. **Staff Responsible for Monitoring:** Counseling Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Each campus will include a goal, in its Campus Improvement Plan, addressing a specific trend focused on improving the number of a particular discipline offense or improving bullying prevention efforts. **7 Conditions for Student Success:** Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** Establishing goals focused on reducing a specific discipline offense or strengthening bullying prevention, while regularly reviewing related data, enables leadership to identify trends and areas of concern in a timely manner. As a result, campuses can implement targeted and proactive support strategies for students, staff, grade levels, or locations where incidents occur most frequently. This data-informed approach can lead to improved awareness, more effective interventions, and a safer, more supportive learning environment across the campus and district. By August 2026, a campus could collect and review discipline or bullying investigation data to determine trends and subsequently create a proactive plan of support for identified areas, students, staff, or grade levels of the campus where the offense or bullying investigation occurred the most. **Staff Responsible for Monitoring:** Campus counseling staff and Campus administrative staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Campuses will regularly review and monitor campus discipline offense or bullying investigation data through their Campus Discipline Plan or Campus Safe and Supportive Schools Monitoring Plan. **7 Conditions for Student Success:** Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** By December 2026, campuses across the district will review their proactive support plans alongside current discipline or bullying investigation data trends to identify progress to celebrate and determine targeted actions needed to continue reducing specific discipline offenses or addressing root causes contributing to bullying investigations. **Staff Responsible for Monitoring:** Campus administrative staff **Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 6: (CPM 1.2) The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 79.2% in August 2024 to 67.0% in August 2029.

High Priority

Evaluation Data Sources: District discipline data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Each campus will include a goal, in its Campus Improvement Plan, addressing a specific trend focused on improving the number of a particular discipline offense or improving bullying prevention efforts. **7 Conditions for Student Success:** Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** Establishing goals focused on reducing a specific discipline offense or strengthening bullying prevention, while regularly reviewing related data, enables leadership to identify trends and areas of concern in a timely manner. It is important for this goal to address a need on the campus. Some campuses do not have a particular discipline offense trend, but may have bullying investigation data suggesting the need to improve preventative support. As a result, campuses can implement targeted and proactive support strategies for students, staff, grade levels, or locations where either disciplinary or potential bullying incidents occur most frequently. This data-informed approach can lead to improved awareness, more effective interventions, and safer learning environments that contribute to reduced disciplinary actions for discretionary offenses or reduced bullying situations. **Staff Responsible for Monitoring:** District Discipline Office Brandy Gratten				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Campuses will regularly review and monitor campus discipline offense or bullying investigation data through their Campus Discipline Plan or Campus Safe and Supportive Schools Monitoring Plan. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** By December 2026, campuses across the district will review their proactive support plans alongside current discipline or bullying investigation data trends to identify progress to celebrate and determine targeted actions needed to continue reducing specific discipline offenses or addressing root causes contributing to bullying investigations. **Staff Responsible for Monitoring:** Campus administrative and counseling staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: By March 2027, campuses will review campus discipline offense or bullying investigation data and adjust actions steps as needed through their Campus Discipline Plan or Campus Safe and Supportive Schools Monitoring Plan. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Improve and streamline processes to best serve students and families. **Staff Responsible for Monitoring:** Campus administrative and counseling staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 7: (CPM2.1) The average score in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from 1.9 (developing) in June 2025 to 2.5 (on track) in June 2029.

Evaluation Data Sources: MET Walk through data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: At the beginning of each school year, campus administrators will utilize the Multilingual Education Dual Language Tool Kit to present the District's Language and Content Allocation Plan and the purpose of dual language programming towards the goals of bilingualism/biliteracy, academic achievement, and cross-cultural proficiency to campus staff. **Strategy's Expected Result/Impact:** Improved staff understanding, unified vocabulary, and deliberate use of the target language will result in enhanced fidelity of implementation of the District's Language and Content Allocation Plan and core dual language programming goals (bilingualism/biliteracy, academic achievement, and social awareness). This collective impact will directly lead to higher reliability during walkthroughs and an increase in the language of instruction domain score on the Dual Language Data Collection Tool Rubric. **Staff Responsible for Monitoring:** Campus administrative team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Campus staff will attend District provided professional learning focusing on building biliteracy and Content-Based Language Instruction (CBLI) that will support teachers with maintaining the language of instruction. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased teacher competency in applying evidence-based strategies for building biliteracy and Content-Based Language Instruction (CBLI) will lead to enhanced fidelity in maintaining the language of instruction. This, in turn, is expected to result in an increase in the language of instruction domain score on the Dual Language Data Collection Tool Rubric during walkthroughs. **Staff Responsible for Monitoring:** Campus instructional staff and MET depatment				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Campuses will focus on detailed classroom schedules that denote specific instructional blocks, resources that support those blocks, and denoting targeted language of instruction. **7 Conditions for Student Success:** Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety **Strategy's Expected Result/Impact:** Detailed schedules prevent "translation-style" teaching by protecting specific time blocks for the target language, directly improving the "Language of Instruction" rubric score. By denoting specific resources (e.g., authentic Spanish literature for SLAR blocks), teachers are better equipped to maintain the linguistic integrity of the lesson without defaulting to English-only materials. Campus leaders can conduct more purposeful observations because the "targeted language of instruction" is clearly defined for any given moment, allowing for immediate, actionable feedback based on the Data Collection Tool. **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 4: Teachers in Bilingual/Dual Language positions who are in need of their Bilingual certification will attend professional learning focused on certification prep and exams. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Staff Responsible for Monitoring:** MET Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 8: (TEC) The percentage of Emergent Bilingual (EB) students earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments will increase from 53% in June 2026 to 60% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: RDA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Comprehensive professional learning about the newly revised ELPS. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased understanding about the revised ELPS will support instruction that meets the content and language needs of Emergent Bilingual students. This will result in increased STAAR performance over time. **Staff Responsible for Monitoring:** MET Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Implement structured language supports within Tier 1 reading and mathematics instruction using academic vocabulary routines, sentence stems, and explicit language objectives aligned to content standards. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Expected Result/Impact:Embedding intentional language development strategies in daily instruction will increase EB students' ability to access grade-level texts and mathematics tasks. As students build academic vocabulary, oral language, and comprehension skills, they will demonstrate improved performance **Staff Responsible for Monitoring:** MET and MTSS Departments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Strengthen teacher capacity through professional learning focused on CBLI **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Professional development and instructional coaching will equip teachers with research-based strategies to support EB students' language and content learning simultaneously. **Staff Responsible for Monitoring:** MET Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 9: (TEC) 100% of instructional staff will be provided the opportunity to engage in high-quality, differentiated professional learning opportunities in support of the implementation of district provided instructional materials in order to increase acceptable accountability ratings at all campuses across the district as measured by district professional learning attendance records and TEA accountability ratings.

Evaluation Data Sources: Professional Development calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Campus-based instructional staff will be provided with job/role-alike learning opportunities that support the effective use of research based instructional practices using high quality instructional materials. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Professional learning aligned with current instructional roles will provide protected time to internalize foundational curricular and instructional elements, discuss classroom applications, and plan for the needs of all students in alignment with district instructional goals, such as research-based instructional practices, high-quality Tier 1 instruction, inclusive practices, dual language fidelity, and data-informed practices. This will result in aligned application of instructional materials at all campuses and improvement in student outcomes.. **Staff Responsible for Monitoring:** Human Capital Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Staff will engage in differentiated learning opportunities based on their years of experience, the needs of their current site, and experience with components of the academic framework. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Staff will be provided opportunities to engage in learning that targets the unique needs of novice educators, staff engaging in school improvement work, and staff who are experienced practitioners. These differentiated learning pathways will support the learning needs of all instructional staff and influence coherence in instructional practices across the district. **Staff Responsible for Monitoring:** Human Capital Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Instructional staff will engage in job-embedded professional learning through Professional Learning Communities (PLCs). **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Through the district supported implementation and support of PLCs, staff will analyze and implement a guaranteed and viable curriculum using district provided instructional materials, engage in data-informed practices, and student progress monitoring to ensure that classroom instructional practices are anchored in the district instructional model and responsive to the needs of each campus' students. By anchoring in DuFour's guiding questions, staff members will collaboratively respond to the unique needs of each student. **Staff Responsible for Monitoring:** Human Capital department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 10: (TEC) The Percentage of students identified as Gifted and Talented (GT) earning Masters across all state assessments will increase from 61% to 66% (by 2031).

Evaluation Data Sources: TAPR report
(https://docs.google.com/spreadsheets/d/1oIijCq6-aX7kMmGa0fxbR5NT8IVkp0CRaxMy0aeZmiM/edit?usp=sharing)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Strengthen teacher capacity through professional learning focused on supporting identification, differentiation, and executive functioning of GT students (including AVID strategies, CLI, NMSI, etc.) **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased understanding about how to support students in the classroom, facilitated by conversations in the PLC, will increase GT student mastery. **Staff Responsible for Monitoring:** GT Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Elementary core teachers and secondary advanced academics teachers will maintain state GT professional learning requirements (at least 80% per campus) **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Maintaining 80% teacher training to continue to support differentiated instruction for GT students will ensure consistent, high-quality, vertically aligned GT services and support continued student engagement and growth. **Staff Responsible for Monitoring:** GT Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: All elementary GT students will be scheduled into clustered classrooms (at least 4 GT students in the classroom), and all secondary GT students will be scheduled into at least one advanced academics course in their area(s) of identified strength. **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Continued access to appropriately clustered and advanced learning environments will ensure GT students receive consistent, rigorous instruction aligned to their strengths leading to stronger academic growth and higher engagement. **Staff Responsible for Monitoring:** GT Department				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 1: (Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 54% in June 2024 to 55% by June 2029.

High Priority

HB3 Goal

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement structures and support for the district early literacy framework and MTSS with a focus on strengthening Tier 1 instruction using high quality instructional materials to improve student outcomes as measured by NWEA MAP. **Strategy's Expected Result/Impact:** The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Reading Achievement Proficiency Indicator (below the 30th percentile in English and the 40th percentile in Spanish) will be maintained at [?]29% by June 2027. **Staff Responsible for Monitoring:** OTLL/MTSS departments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Establish a high-quality literacy curriculum that provides clear guidance and consistent support for effective reading instruction across campuses. **Strategy's Expected Result/Impact:** Improved student engagement and stronger mastery of foundational literacy skills and reading comprehension. **Staff Responsible for Monitoring:** OTLL, ACSs, Camus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Provide a comprehensive professional learning program that supports teachers in effectively implementing high-quality instructional materials (HQIM) for Tier 1 instruction in foundational literacy skills and reading comprehension. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Improved teacher capacity to deliver evidence-based literacy instruction with fidelity, resulting in improved student literacy outcomes. **Staff Responsible for Monitoring:** OTLL, ACSs, Camus Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 2: (Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 44% in June 2026 to 46% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Spring 2027 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement structures and support for the district early numeracy framework and MTSS with a focus on strengthening Tier 1 instruction using high quality instructional materials to improve student outcomes as measured by NWEA MAP. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Mathematics Achievement Score Proficiency Indicator (below 30th percentile in English and Spanish) will decrease from xx% in June 2026 to xx% by June 2027.[The % numbers will be updated once the 2026 data becomes available] **Staff Responsible for Monitoring:** OTLL, MTSS, Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Strengthen mathematics curriculum with suggested daily lessons that are aligned to critical areas of mathematics proficiency, including: numerical fluency, reasoning, problem solving, procedural fluency and conceptual understanding. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Students will achieve increased levels of engagement with mathematics lessons and activities, as well as overall grade level achievement in mathematics. **Staff Responsible for Monitoring:** OTLL, ACSs and MTSS				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Create curriculum-based professional learning for leaders, instructional coaches and teachers that provides depth of understanding of the mathematics curriculum, as well as practice opportunities and reflection on impact of practice. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Increased teacher efficacy in delivering mathematics lessons alongside feedback and coaching from leadership to support growth. **Staff Responsible for Monitoring:** OTLL				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 3: (TEC) The percentage of 5th-grade students earning approaches grade level or above on the STAAR Science Assessment in English or Spanish will increase from 62.1% in June 2026 to 70% by June 2027.

HB3 Goal

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Establish a robust science curriculum with suggested daily lessons that align to critical areas of science learning in both English and Spanish for grades K-5, following the 5E instructional model: engage, explore, explain, elaborate, evaluate. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Students will achieve increased levels of engagement with science lessons and activities, as well as overall grade level achievement in science. **Staff Responsible for Monitoring:** ACSs/OSL/OTLL				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Provide targeted learning opportunities for teachers that promote engaging, hands-on science activities with materials provided by the district, as well as explicit language building routines and strategies for emergent bilingual students. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Teachers will utilize the weekly hands-on science investigation as part of their daily lessons, as well as the interactive word wall routine, in which students will use both as an anchor for new learning and vocabulary. **Staff Responsible for Monitoring:** OTLL/MET				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Create curriculum-based professional learning for leaders, instructional coaches and teachers that provides depth of understanding of the science curriculum, as well as practice opportunities and reflection on impact of practice. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Increased teacher efficacy in delivering science lessons alongside feedback and coaching from leadership to support growth. **Staff Responsible for Monitoring:** STEM Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 4: (TEC) The percentage of students receiving special education services (SpEd) in 3rd-5th earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments in English or Spanish will increase from 49% in June 2026 to 51% by June 2027.

High Priority

Evaluation Data Sources: RDA Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement district-approved, specially designed instructional materials and high-yield strategies (such as explicit instruction, flexible learning environments, scaffolding, structured conversation, and visual supports) with all students receiving special education services. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Expected Result/Impact: Increased student mastery of core concepts in Mathematics and Reading, as evidenced by improved performance on TEKS-aligned formative assessments and assignments, and progress on related IEP goals. **Staff Responsible for Monitoring:** District and campus special education teams				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Facilitate and support campus-based Special Education PLC to analyze data and align specially designed instruction to IEP goal progress and grade-level TEKS. **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased student achievement and progress toward IEP goals through the collaborative, data-informed alignment of specially designed instruction. **Staff Responsible for Monitoring:** Campus Administration, District Special Education Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Provide professional learning and curriculum resources for general education and special education teachers and teaching assistants on Universal Design for Learning (UDL) principles and co-teaching models to build staff capacity for collaboration and differentiate instruction for students receiving special education services. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Enhanced instructional delivery and more effective differentiation within the least restrictive environment, resulting in increased student mastery of core concepts in Reading and Math. **Staff Responsible for Monitoring:** Campus and district special education teams				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Intermediate Success & Advancement: Fostering the academic rigor and social-emotional growth essential for future readiness.

Performance Objective 1: (TEC) The percentage of middle school students (currently enrolled in grades 6 - 8) earning meets grade level or above on the STAAR Math Assessment will increase from 40.6% in June 2026 to 47% by June 2027.

High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Create and deliver curriculum-based professional learning for leaders, instructional coaches and teachers that provides depth of understanding of the math curriculum, as well as practice opportunities and reflection on impact of practice. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Increased teacher efficacy in delivering math lessons alongside feedback and coaching from leadership to support growth. **Staff Responsible for Monitoring:** OTLL and Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Standardize Tier I instruction across all grades 6-8 through the implementation of a uniform, evidence-based high quality instructional material, ensuring every middle school student engages in a consistent, rigorous, and inquiry-driven learning experience. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Implementing a uniform Tier I math resource across all middle schools for grades 6-8 will ensure consistent, high-quality instruction, reduce educational disparities, and improve student achievement. **Staff Responsible for Monitoring:** MTSS Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Implement a comprehensive, data-driven Multi-Tiered System of Supports (MTSS) framework that promotes equitable academic achievement. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Implementing a comprehensive, data-driven Multi-Tiered System of Supports (MTSS) framework will ensure that all students receive timely, targeted interventions based on their individual needs, leading to more equitable academic outcomes. This approach will improve student achievement, reduce performance gaps, and increase overall school success by using data to guide instructional decisions, monitor progress, and provide personalized support, fostering a positive and inclusive learning environment. **Staff Responsible for Monitoring:** MTSS Team				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Intermediate Success & Advancement: Fostering the academic rigor and social-emotional growth essential for future readiness.

Performance Objective 2: (TEC) The percentage of middle school students earning meets grade level or above on the STAAR Reading Assessment will increase from 58.5% in June 2026 to 62% by June 2027.

High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement a comprehensive professional learning program to support implementation of adopted Tier 1 instructional materials for middle school ELA and ELA curriculum to include lesson internalization. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Comprehensive professional learning about adopted Tier 1 instructional materials will increase the fidelity and competency at which teachers implement the district curriculum. Implementing the curriculum with greater efficacy will increase student content mastery and the associated assessment performance. Collective understanding of adopted materials ensures instructional fidelity is maintained. **Staff Responsible for Monitoring:** OTLL				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Design and implement standards aligned curriculum based assessments (CBAs) for approximately every unit. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** The use of CBAs ensures teachers have ongoing data to measure student progress on recurring standards and provides greater incentive to align instruction to the district's scope and sequence. Teachers can collaboratively analyze the data in PLC to measure the effectiveness of instruction and plan for intentional spiral review throughout the year. **Staff Responsible for Monitoring:** OTLL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Identify effective content-based language instructional strategies for improving secondary literacy and provide comprehensive professional learning and coaching support. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Setting expectations about the use of content-based language instructional strategies and providing ongoing professional learning to support implementation of the strategies will improve student engagement and access to content. Fidelity to implementation of these strategies will increase student content mastery and the associated assessment performance.PLCs can be used to rehearse these strategies and calibrate on student work samples. **Staff Responsible for Monitoring:** OTLL				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Intermediate Success & Advancement: Fostering the academic rigor and social-emotional growth essential for future readiness.

Performance Objective 3: (TEC) The percentage of middle school students earning meets grade level or above on the STAAR Science Assessment will increase from 58.3% in June 2026 to 63% by June 2027.

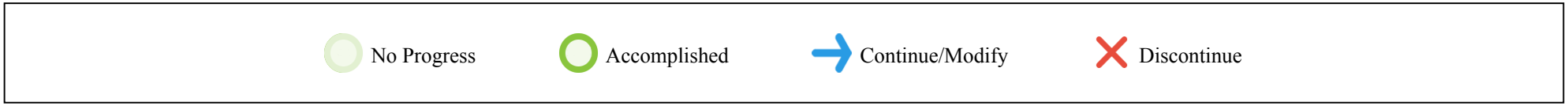
High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Create and deliver curriculum-based professional learning for leaders, instructional coaches and teachers that provides depth of understanding of the science curriculum, as well as practice opportunities and reflection on impact of practice. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased teacher efficacy in delivering science lessons alongside feedback and coaching from leadership to support growth. **Staff Responsible for Monitoring:** OTLL				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Standardize Tier I instruction in science through the implementation of a uniform, evidence-based high quality instructional material, ensuring every student engages in a consistent, rigorous, and inquiry-driven learning experience. **Strategy's Expected Result/Impact:** Implementing a uniform Tier I science resource in science will ensure consistent, high-quality instruction, reduce educational disparities, and improve student achievement. **Staff Responsible for Monitoring:** OTLL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Identify effective content-based language instructional strategies for improving secondary science and provide comprehensive professional learning and coaching support. **7 Conditions for Student Success:** Condition #5: A sense of belonging, empowerment, connection and identity safety, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Setting expectations about the use of content-based language instructional strategies and providing ongoing professional learning to support implementation of the strategies will improve student engagement and access to content. Fidelity to implementation of these strategies will increase student content mastery and the associated assessment performance. **Staff Responsible for Monitoring:** OTLL & MET				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 3: Intermediate Success & Advancement: Fostering the academic rigor and social-emotional growth essential for future readiness.

Performance Objective 4: (TEC) The percentage of middle school students earning approaches grade level or above on the STAAR Social Studies Assessment will increase from 61.6% in June 2025 to 66% by June 2027.

High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Design and implement standards aligned curriculum based assessments (CBAs) for approximately every unit. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** The use of CBAs ensures teachers have ongoing data to measure student progress on recurring standards and provides greater incentive to align instruction to the district's scope and sequence. Teachers can collaboratively analyze the data in PLC to measure the effectiveness of instruction and plan for intentional spiral review throughout the year. **Staff Responsible for Monitoring:** OTLL				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Implement the use of structured literacy routines such as Talk Read, Talk Write in district-created lesson plans. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** The use of a structured literacy routine reduces the cognitive load for students as they encounter complex TEKS and sources. Engaging students in speaking, reading, and writing promotes deeper analysis of content and provides students with strategies for reading complex texts, identifying evidence, and responding to short constructed response items. PLCs can be used to rehearse these strategies and calibrate on student work samples. **Staff Responsible for Monitoring:** OTLL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Implement professional learning designed to support teachers with content knowledge, literacy skills and student engagement strategies. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Professional learning will increase the fidelity and competency at which teachers follow the scope and sequence and deconstruct TEKS. Implementing the curriculum with greater efficacy will increase student content mastery and the associated assessment performance. **Staff Responsible for Monitoring:** OTLL				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Intermediate Success & Advancement: Fostering the academic rigor and social-emotional growth essential for future readiness.

Performance Objective 5: (TEC) The percentage of middle school students receiving special education services (SpEd) earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments will increase from 43% in June 2026 to 45% by June 2027.

High Priority

Evaluation Data Sources: RDA Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement district-approved, specially designed instructional materials and high-yield strategies (such as explicit instruction, flexible learning environments, scaffolding, structured conversation, and visual supports) with all students receiving special education services. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased student mastery of core concepts in Mathematics and Reading, as evidenced by improved performance on TEKS-aligned formative assessments and assignments, and progress on related IEP goals. **Staff Responsible for Monitoring:** Special Education Department **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Facilitate campus-based Special Education PLC to analyze data and align specially designed instruction to IEP goal progress and grade-level TEKS. **Strategy's Expected Result/Impact:** Increased student achievement and progress toward IEP goals through the collaborative, data-informed alignment of specially designed instruction. **Staff Responsible for Monitoring:** Special Education Department **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Provide professional learning and curriculum resources for general education and special education teachers and teaching assistants on Universal Design for Learning (UDL) principles and co-teaching models to build staff capacity for collaboration and differentiate instruction for students receiving special education services **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Enhanced instructional delivery and more effective differentiation within the least restrictive environment, resulting in increased student mastery of core concepts in Reading and Math. **Staff Responsible for Monitoring:** Special Education Department **Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 1: (TEC) The percentage of high school students earning meets grade level or above on the Algebra I EOC will increase from 32.7% in June 2026 to 38% by June 2027.

High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Create and deliver curriculum-based professional learning for leaders, instructional coaches and teachers that provides depth of understanding of the Algebra I curriculum, as well as practice opportunities and reflection on impact of practice. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased teacher efficacy in delivering Algebra I lessons alongside feedback and coaching from leadership to support growth. **Staff Responsible for Monitoring:** OTLL **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Standardize Tier I instruction in Algebra I through the implementation of a uniform, evidence-based high quality instructional material, ensuring every student engages in a consistent, rigorous, and inquiry-driven learning experience. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Implementing a uniform Tier I math resource in Algebra I will ensure consistent, high-quality instruction, reduce educational disparities, and improve student achievement. **Staff Responsible for Monitoring:** OTLL and Campus Administration **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Implement a comprehensive, data-driven Multi-Tiered System of Supports (MTSS) framework that promotes equitable academic achievement **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Implementing a comprehensive, data-driven Multi-Tiered System of Supports (MTSS) framework will ensure that all students receive timely, targeted interventions based on their individual needs, leading to more equitable academic outcomes. This approach will improve student achievement, reduce performance gaps, and increase overall school success by using data to guide instructional decisions, monitor progress, and provide personalized support, fostering a positive and inclusive learning environment. **Staff Responsible for Monitoring:** MTSS Team, Campus leadership team				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 2: (TEC) The percentage of high school students earning approaches grade level or above on the English I & II EOC Assessments will increase from 68% in June 2026 to 73% by June 2027.

High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement a comprehensive professional learning program to support implementation of adopted Tier 1 instructional materials for middle school ELA and ELA curriculum to include lesson internalization. **Strategy's Expected Result/Impact:** Comprehensive professional learning about adopted Tier 1 instructional materials will increase the fidelity and competency at which teachers implement the district curriculum. Implementing the curriculum with greater efficacy will increase student content mastery and the associated assessment performance. Collective understanding of adopted materials ensures instructional fidelity is maintained. **Staff Responsible for Monitoring:** OTLL **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Design and implement standards aligned curriculum based assessments (CBAs) for approximately every unit. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** The use of CBAs ensures teachers have ongoing data to measure student progress on recurring standards and provides greater incentive to align instruction to the district's scope and sequence. Teachers can collaboratively analyze the data in PLC to measure the effectiveness of instruction and plan for intentional spiral review throughout the year. **Staff Responsible for Monitoring:** OTLL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Identify effective content-based language instructional strategies for improving secondary literacy and provide comprehensive professional learning and coaching support. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Setting expectations about the use of content-based language instructional strategies and providing ongoing professional learning to support implementation of the strategies will improve student engagement and access to content. Fidelity to implementation of these strategies will increase student content mastery and the associated assessment performance.PLCs can be used to rehearse these strategies and calibrate on student work samples. **Staff Responsible for Monitoring:** OTLL/MET **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 3: (TEC) The percentage of high school students earning meets grade level or above on the STAAR Biology EOC Assessment will increase from 71.3% in June 2026 to 75% by June 2027.

Evaluation Data Sources: Spring 2027 STAAR Administration

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Create and deliver curriculum-based professional learning for leaders, instructional coaches and teachers that provides depth of understanding of the science curriculum, as well as practice opportunities and reflection on impact of practice. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Increased teacher efficacy in delivering Biology lessons alongside feedback and coaching from leadership to support growth. **Staff Responsible for Monitoring:** OTLL				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Standardize Tier I instruction in Biology through the implementation of a uniform, evidence-based high quality instructional material, ensuring every student engages in a consistent, rigorous, and inquiry-driven learning experience. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Implementing a uniform Tier I Biology resource will ensure consistent, high-quality instruction, reduce educational disparities, and improve student achievement. **Staff Responsible for Monitoring:** OTLL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Identify effective content-based language instructional strategies for improving secondary science and provide comprehensive professional learning and coaching support. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Setting expectations about the use of content-based language instructional strategies and providing ongoing professional learning to support implementation of the strategies will improve student engagement and access to content for all students. Fidelity to implementation of these strategies will increase student content mastery and close gaps among Emergent Bilingual students on the associated assessment performance. **Staff Responsible for Monitoring:** Campus Administration, ACSs/ICs				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 4: (TEC) The percentage of high school students earning meets grade level or above on the STAAR US History EOC Assessment will increase from 75.6% in June 2026 to 79% by June 2027.

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Design and implement standards aligned curriculum based assessments (CBAs) for approximately every 9 weeks. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** The use of CBAs ensures teachers have ongoing data to measure student progress on recurring standards and provides greater incentive to align instruction to the district's scope and sequence. Teachers can collaboratively analyze the data in PLC to measure the effectiveness of instruction and plan for intentional spiral review throughout the year. **Staff Responsible for Monitoring:** Academics and Assessment teams.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Implement the use of structured literacy routines such as Talk Read, Talk Write in district-created curriculum resources. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** The use of a structured literacy routine reduces the cognitive load for students as they encounter complex TEKS and sources. Engaging students in speaking, reading, and writing promotes deeper analysis of content and provides students with strategies for reading complex texts, identifying evidence, and responding to short constructed response items. PLCs can be used to rehearse these strategies and calibrate on student work samples. **Staff Responsible for Monitoring:** Academics Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Implement professional learning designed to support teachers with content knowledge, literacy skills and student engagement strategies. **7 Conditions for Student Success:** Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Professional learning will increase the fidelity and competency at which teachers follow the scope and sequence and deconstruct TEKS. Implementing the curriculum with greater efficacy will increase student content mastery and the associated assessment performance. **Staff Responsible for Monitoring:** Academics Team. Campus leadership teams.				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 5: (TEC) The percentage of high school students receiving special education services (SpEd) earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR EOC Assessments will increase from 58% in June 2026 to 60% by June 2027.

High Priority

Evaluation Data Sources: Spring 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Implement district-approved, specially designed instructional materials and high-yield strategies (such as explicit instruction, flexible learning environments, scaffolding, structured conversation, and visual supports) with all students receiving special education services. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Increased student mastery across all assessments (Algebra I, Biology, English I, English II, and U.S. History), as evidenced by improved performance on TEKS-aligned formative assessments and assignments, and progress on related IEP goals. **Staff Responsible for Monitoring:** Special Education Department **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Facilitate campus-based Special Education PLC to analyze data and align specially designed instruction to IEP goal progress and grade-level TEKS. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Increased student achievement and progress toward IEP goals through the collaborative, data-informed alignment of specially designed instruction. **Staff Responsible for Monitoring:** Special education department **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Provide professional learning and curriculum resources for general education and special education teachers and teaching assistants on Universal Design for Learning (UDL) principles and co-teaching models to build staff capacity for collaboration and differentiate instruction for students receiving special education services. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** enhanced instructional delivery and more effective differentiation within the least restrictive environment, resulting in increased student mastery on STAAR EOC assessment. **Staff Responsible for Monitoring:** Special Education Department **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 6: (GPM 3.1) The percentage of 11th & 12th-grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 46.8% in June 2026 to 48.1% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: ODS - SAT, TSIA2, ACT

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Provide professional learning for teachers and campus administrators about the Texas Success Initiative (TSI), including campus strategies for TSIA2, SAT, and ACT. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Through enhanced understanding, teachers and campus administrators will better align instruction and campus strategies for TSI student success. **Staff Responsible for Monitoring:** CCMR Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Monitor and adjust implementation of district and campus-level systems to ensure students are prepared for college readiness exams by way of aligned curriculum and intervention tools and opportunities. **7 Conditions for Student Success:** Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Reduced over-testing, strategic testing windows aligned with skills and content, and increased student achievement. **Staff Responsible for Monitoring:** CCMR Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Provide professional learning for increasing rigor across K-12 through National Math and Science Initiative (NMSI), AVID, TNTP, and other instructional partners. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Students' foundational academic readiness in numeracy and literacy improves. **Staff Responsible for Monitoring:** CCMR Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 7: (GPM 3.2) The percentage of 11th & 12th-grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 41.2% in June 2026 to 42.4% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: ODS - AP, IB, Dual Credit, OnRamps

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Provide teachers with high-quality professional learning opportunities in their related area from ACC, OnRamps, AP, IB that help them plan an appropriate syllabi and required performance tasks for students to pass dual credit course, earn credit in OnRamps, earn a 3 - 5 on the AP Exam or a 4-7 on the IB Exam. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Through strategic learning coupled with syllabi creation and performance task vetting, teachers will create a yearlong plan for their course and be able to focus on their teaching and student learning. **Staff Responsible for Monitoring:** CCMR Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Create a virtual PLC for DC, OnRamps, and AP teachers that is content and data-based. Teams will create agendas and follow PLC protocols to measure their effectiveness based students predicted to be eligible to earn college credit. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #3: High expectations and support to meet those high expectations, Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities **Strategy's Expected Result/Impact:** Many of the teachers of these courses are what is known as a "singleton" on their campus; they are the only one teaching this course and do not have a campus-based colleague to collaborate and learn with. By providing at least monthly collaboration time, they are able to reflect on current data, and learn from their peers on strategies to help change student outcomes. **Staff Responsible for Monitoring:** CCMR Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Create a standardized student conference agenda to ensure all counselors share information about college credit courses and advanced pathways with students and families. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #4: Positive relationships with teachers and peers **Strategy's Expected Result/Impact:** More students take advantage of college credit course options in the district. **Staff Responsible for Monitoring:** CCMR Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 8: (GPM 3.3) The percentage of 11th-12th grade students who enroll in courses aligned with an Industry-Based Certification and persist to successful course completion will increase from 67.2% in June 2026 to 68.2% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 CCMR data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Share Industry-Based Certification (IBC) information with stakeholders via multiple communication methods. IE: District/Campus websites and social media channels. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #2: Recognition and cultivation of gifts, talents and interests **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact: Parents become partners in student decision-making for course selection Increases interest in completing a Program of Study to earn an IBC Increases accessibility of information Boosts enrollment and commitment through transparency Assists campus administers in understanding the value of IBCs Promotes student knowledge and skills to industry partners Implements a districtwide recognition system that publicly celebrates students who earn an IBC **Staff Responsible for Monitoring:** CCMR Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Expand Professional Learning opportunities for Teachers to build deeper understanding of content mastery and skills required for students to earn an IBC. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff **Strategy's Expected Result/Impact:** Increased student readiness to meet IBC standards More consistent and rigorous CTE instruction across campuses and programs Improved teacher confidence in delivering content tied to certification skills Higher IBC pass rates due to stronger curriculum alignment to IBC Stronger alignment between classroom learning and workforce/industry needs Enhanced credibility of CTE programs within the district and community Greater program sustainability as more teachers gain expertise in CTE pathways **Staff Responsible for Monitoring:** CCMR Team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Strengthen and expand student recognition for earning an IBC. IE: Recognized at graduation with IBC cords, featured stories in newsletters, campus banners, etc.) **Strategy's Expected Result/Impact:** Elevate the value of IBCs and builds a culture where industry readiness is honored and visible Public recognition boosts student motivation Creates a culture of achievement and persistence Enhanced recruitment and retention for CTE programs Builds student confidence levels when their success is shared Stronger student resumes with official certificates, digital badges, and public acknowledgments **Staff Responsible for Monitoring:** CCMR Team				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 9: (TEC) Campuses will ensure that 100% of students have opportunities to graduate within 4 years, or in alignment with their personalized graduation plan.

Evaluation Data Sources: 2026 Graduation rates published in TEAL

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 1: Annual individual student planning meetings between counselors, students, and parents. **7 Conditions for Student Success:** Condition #1: Culturally proficient, experienced teachers and staff, Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations, Condition #4: Positive relationships with teachers and peers, Condition #5: A sense of belonging, empowerment, connection and identity safety **Strategy's Expected Result/Impact:** Students will feel supported in developing and maintaining a personalized graduation plan that aligns with their individual interests, ensuring they remain on track to graduate within four years **Staff Responsible for Monitoring:** Campus counselors via support from the district secondary counseling staff.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 2: Conduct transcript audits and credit-check reviews for all high school students to identify credit deficiencies early, and immediately enroll off-track students in credit recovery, initial credit courses, or referral to appropriate programs. **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Students who fall behind will be identified and supported immediately, reducing the dropout rate and increasing the percentage of students graduating within their four-year cohort. **Staff Responsible for Monitoring:** Campus counselors via support from the district secondary counseling staff.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	
Strategy 3: Establish a collaborative workflow between campus counselors and registrars to conduct comprehensive transcript and schedule audits at the beginning and end of each semester. This team will cross-reference earned credits against required and missing courses to ensure accurate course placement and timely enrollment in necessary credit recovery. **7 Conditions for Student Success:** Condition #2: Recognition and cultivation of gifts, talents and interests, Condition #3: High expectations and support to meet those high expectations **Strategy's Expected Result/Impact:** Improved accuracy in student scheduling and early identification of credit deficiencies, preventing enrollment errors and ensuring students are placed in the exact courses they need for on-time graduation. **Staff Responsible for Monitoring:** Campus counselors and campus registrars with the support of district secondary counseling staff and district registrar coordinator.				

No Progress Accomplished Continue/Modify Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Dillon Finan	10/1/2024
Child Abuse and Neglect			Dillon Finan	10/1/2024
Coordinated Health Program			Dillon Finan	10/1/2024
Decision-Making and Planning Policy Evaluation			Dillon Finan	10/1/2024
Disciplinary Alternative Education Program (DAEP)			Dillon Finan	10/1/2024
Dropout Prevention			Dillon Finan	4/8/2026
Dyslexia Treatment Program			Dillon Finan	10/1/2024
Title I, Part C Migrant			Dillon Finan	4/8/2026
Pregnancy Related Services			Dillon Finan	10/1/2024
Post-Secondary Preparedness	Ashley Binnicker		Dillon Finan	4/8/2026
Recruiting Teachers and Paraprofessionals			Dillon Finan	10/2/2024
Student Welfare: Crisis Intervention Programs and Training			Dillon Finan	10/1/2024
Student Welfare: Discipline/Conflict/Violence Management	Brandy Gratten		Dillon Finan	10/1/2024
Technology Integration	Laura Browder		Dillon Finan	2/14/2025
Job Description for Peace Officers, Resource Officers & Security Personnel			Dillon Finan	10/2/2024
7 Conditions Reference List			Dillon Finan	10/1/2024
Austin ISD Special Education Plan	Cherry Lee	5/6/2025	Dillon Finan	10/1/2024
Texas State Plan for the Education of Gifted/Talented Students	Elizabeth Severence		Dillon Finan	10/1/2024
AISD Environmental Sustainability Policy 2011 CL (LOCAL)			Dillon Finan	10/1/2024
District Professional Development Plan	David Reinhart	12/17/2025	Dillon Finan	12/17/2025

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify the parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify the parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Vision

Whole School, Whole Community, Whole Child framework http://www.ascd.org/programs/learning-and-health/wscc-model.aspx

- Using this model enables the district to have a vision of all of the departments that can collaborate to ensure the health and well-being of our staff and students
- A Coordinated School Health (CSH) district level team has been created to support and advocate for each of our areas and 4 district initiatives: CSH kick off week (Sept), Tobacco Awareness week (Nov), Wear Red for Women/Healthy Heart Week (Feb), and Breakfast in Schools Week (Mar)

Programs/Support

CATCH (our adapted CSH program/state approved/board adopted) http://catchinfo.org/

- CATCH stands for a Coordinated Approach to Child Health.
- The program aims to impact messaging a child receives in physical education, the lunchroom, the classroom, and the home, to form an effective resource that impacts a child's choices not only in school, but lifelong.

Curriculum https://sites.google.com/a/austinisd.org/pehealth/home

- Our curriculum is TEKS based and vertically aligned K-12 to ensure that students receive a comprehensive Physical Education experience focused on movement, physical activity and health concepts and social development
- Components of our curriculum include YPGs, SPGS, lesson outlines, Instructional PowerPoints, Study Guides, Activity Explanations, Assessments and Grading Rubrics.

SEL https://www.austinisd.org/academics/sel

- Social and Emotional Learning (SEL) is a process for helping children and adults develop fundamental skills for life effectiveness
- SEL is integrated into Physical Education Lesson K-12 to ensure that our teachers focus on whole child education as well as content. SEL occurs naturally in PE but by speaking the language of SEL, students make the connections across content areas.

Health Services https://www.austinisd.org/health

- The Department of Comprehensive Health Services is under the Office of SEL and Multi-Tiered Systems of Support and provides programs, services, initiatives, and resources for campuses, staff, students, and families.
- The Health and PE Curriculum Department works closely with Health services to ensure that the physical/health needs of our students are met. This includes sharing data when appropriate and coordinating services provided.

Support

SHAC https://www.austinisd.org/advisory-bodies/shac

- The Austin School Health Advisory Council (SHAC) works with the district to help school communities support good health and academic achievement. The AISD SHAC is made up of parents, community members, students, and school staff working together to improve the health of all students and families through coordinated school health programs.
- The Health and PE department works closely with SHAC to ensure that the district and department vision is aligned.

CSH Campus Teams

- CSH Teams are found on every K-8 campus to assist in the implementation of CSH. These teams should consist of PE and classroom teachers, cafeteria manager, nurse, administrator, parents and students if possible
- CSH teams should meet a minimum of 4 times per year, to ensure that all CSH policies are being implemented

Student Wellness Team

- Students Wellness teams (SWT) are found on every K-8 campus with the purpose of including students in campus policies and procedures surrounding CSH. These students are identified through district purchased uniforms
- The duties of the SWT differ from campus to campus but should include posting signage throughout the campus to support CSH, make announcements surrounding campus and district CSH events, and encouraging healthy eating and physical activity of their peers.

GAVA http://www.goaustinvamosaustin.org/english/

- GO! Austin / VAMOS! Austin (GAVA) is a coalition of residents, community leaders and nonprofits that share a common interest in improving the health of the 78744 and 78745 communities through increased access to and participation in physical activity and improved nutrition. GAVA supporters have agreed to align their resources and expertise for greater positive impact, especially as it relates to the health of children.
- GAVA works closely with the school district to ensure that the messages and activities surrounding CSH align with the district vision.

Physical Activity

Recess http://pol.tasb.org/Policy/Code/1146?filter=EHAB

- Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary-aged children; therefore, students may not be denied recess as a means of punishment, to complete work, or to attend tutorials.
- Students in full-day prekindergarten–grade 5 shall participate in daily, unstructured physical activity for 30 minutes throughout the school year as part of a campus's daily recess.

Marathon Kids https://marathonkids.org/

- Every elementary school student in the state of Texas is required to get 135 minutes of physical activity each week. Since Physical Education (PE) classes in AISD last 45 minutes and only happen every three days, they alone are not enough to meet the weekly requirement. As a solution, AISD created W.O.W. (Working Out for Wellness) Time, which requires every homeroom teacher to provide 20 minutes of physical activity for our kids.
- During W.O.W., classroom teachers are implementing Marathon Kids, a running program dedicated to improving the health of children by providing them with the tools, motivation and support to live happier, healthier lifestyles. The premise is that all students K-5 complete four marathons (104.8 miles) incrementally over the course of the running club season. Students track their miles using running logs provided by Marathon Kids (sponsored by NIKE) and receive incentives each time they complete a marathon.

GoNoodle https://www.gonoodle.com/

- GoNoodle is a computer based program with multiple games for students and teachers to participate in to increase physical activity. GoNoodle Plus is for teachers who want movement activities that align to core subjects.
- GoNoodle helps teachers and parents get kids moving with short interactive activities. Desk-side movement helps kids achieve more by keeping them engaged and motivated throughout the day. GoNoodle is designed with K-5 classrooms in mind to provide opportunities for physical activity throughout the day.

Nutrition Messaging

Go, Slow, Whoa signage in all ES/MS http://catchinfo.org/modules/cafeteria/

- Cafeterias throughout AISD use the GO, SLOW and WHOA, CATCH method of classifying foods to identify the healthiest food choices for students. Cling-On stickers are posted on the serving lines to identify the foods in each category.
- GO describes foods that are whole grain, unprocessed fruits and vegetables, lowest in fat, contain no added sugar, and can be eaten daily. SLOW describes foods that are slightly processed and may have some added salt, fat or sugar. WHOA describes foods that have the highest fat and sugar.

AISD Food Services https://www.austinisd.org/nutritionfoodservices

- The mission statement for the AISD Nutrition and Food Services Department is to support the academic achievement of all students by providing nutritious, appetizing meals that promote health, well-being and learning.
- The Health and PE department works closely with AISD Food services to educate our teachers and students on programs and initiatives available through Food Services.

Parent Connection

Family Fun Fitness Nights/CATCH nights

- A CATCH Family Event is a free, fun, and healthy family celebration designed to reinforce healthy eating and physical activity behaviors among students and ALL family members.
- CSH/CATCH can be best understood through Family Events, when the entire school gets involved. Every campus club/organization can play integral roles in making your event a success.

Track and Field Days

- Track and Field/Field Day is a highly anticipated annual event held to showcase the many different health and skill lessons students learn and participate in throughout the year in physical education.
- This CSH event brings in parents and community members to the school to celebrate physical activity and healthy living. Schools can invite health minded and physically active community members to run stations (ex. Martial Arts Instructor, Dance Company, Soccer coach, etc.), use their CSH Team to help plan the events and decide on a theme, and find ways for parents/families to get involved.

Reporting

CSH Information Reports https://www.austinisd.org/dre/search/CSH

- The Coordinated School Health (CSH) reports describe how the CSH program is implemented at AISD campuses. The reports provide summary- and campus-level information about achieved CSH action goals and the changes in the percentage of students meeting Healthy Fitness Zone standards.

Campus Improvement Plan https://www.austinisd.org/cda/campus-improvement-plans/resources

- Each school year the principal of each campus, with the assistance of the Campus Advisory Council (CAC), must develop, review and revise the Campus Improvement Plan (CIP). The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan is supportive of the objectives of the district's Strategic Plan.
- The Health and PE department reviews all of the CIPs and offers suggestions to improve indicators and strategies for Coordinated School Health and Student Fitness.

HB 5 – Physical Education and Wellness

https://www.austinisd.org/cda/hb5-community-student-engagement

- House Bill 5 (HB 5) of the 83rd Texas Legislature Regular Session added Section 39.0545 to the Texas Education Code (TEC). TEC § 39.0545 requires that each school district assign ratings of Exemplary, Recognized, Acceptable, Unacceptable or Not Applicable for the district and for each campus on both overall performance and each of nine factors related to community and student engagement.
- The nine Factors are: fine arts, wellness and physical education, community and parental involvement, 21st Century Workforce Development programs, second language acquisition programs, digital learning environment, dropout prevention strategies, educational programs for gifted and talented students, and compliance with statutory reporting requirements.

Coordinated School Health Activities on AISD Campuses

Expected (non-negotiables) *indicators on CSH survey

- **Implementation of District CSH**
  - CSH Campus Team
  - Coordination Kit Themes
  - District Focus Weeks
- **WOW/Physical Activity**
  - Marathon Kids
  - Brain Breaks
- **Parent/ Community Involvement**
  - CATCH/Family Fun Nights
  - Parent Education
- **Health Education**
- **Quality Physical Education**
  - Fitnessgram
  - Curriculum
- **SEL**
- **Environment**
  - Posters
  - Bulletin Boards
  - Newsletters
- **Staff Wellness Opportunities**

Above and Beyond Activities

- **WOW/Physical Activity**
  - Pumpkin Run
  - Jungle Bell Run
  - Fund Run
  - Swim Lessons
  - Tennis Classes
  - Golf Classes
  - Rock Climbing
  - Ropes Course
  - Extend-A-Care/Prime Time/21st Century/ACE Classes
    - Basketball
    - Tumbling
    - Soccer
    - 4-H
    - Volleyball
    - Kickball
    - Cheerleading
  - Running Club
  - Bike Rodeo
  - Jump Rope for Heart
  - 5th Grade Gym Mornings
    - Exercise
    - Mindfulness
  - LASA Soccer
  - Weekend Football Clinics
  - Weekend Basketball Clinics
  - Color Run
  - ZAP Bike Program
  - Bike Trains
  - Lacrosse
  - Martial Arts
  - Eagle Fit
  - P-PUG (Patton Pick-up Games by grade levels)
  - Amazing Race
  - Drum Fit
- **Parent/ Community Involvement**
  - Bike Club from Boys and Girls Club
  - Boy Scouts
  - Girl Scouts
  - Brighter Bites

- City of Austin Safe Routes to School
- HEB Healthy Eating classes
- Ballet Austin
- Grandparents Lunch
- Academy 4
- Dads on Duty
- Watch Dogs
- Fit Kids
- Fuel Up to Play 60
- Active Schools
- Green Apple Day
- PALS Soccer Team
- Nature Quest
- Family Field Trips
- Fitness Class
- Cooking Classes
- Halloween Candy Drive (sent to troops)
- Austin Spurs
- Parent Morning Walks
- Choir
- Math Pentathlon
- Chess Club
- Robotics
- Keyboarding/Computer Coding
- Fall Festival/Carnival
- Creative Action Night
- Supply Night
- Dad's Picnic
- Dunk'n with Dads
- Moving with Moms
- Community Health Fair

- **Health Education**
  - Classroom Garden for lessons
  - Extend-A-Care/Prime Time Health Education classes
  - Project Based Learning
    - Nutrition focus
    - Games Focus
  - Garden Club
  - Dentist visits
  - Dental/Vision Trucks
  - Farmer's Market Friday
  - Breakfast in the Classroom

- **Quality Physical Education**
  - Girls on the Run
  - Karate
  - Volleyball Play day

- **SEL**
  - Extend-A-Care/Prime Time SEL classes
  - Mindfulness
  - 1st Knight

- **Environment**
  - Neighborhood beautification of the school
  - Recycle Rangers
  - Flexible Classroom Seating
  - Aromatherapy
  - Campus Saturday Work Day
  - Eco Team

- **Staff Wellness**
    - Camp Gladiator
    - Yoga Classes
    - Wellness Walking Wednesday
    - Quarter Staff Outing
    - Volleyball League
    - Sand Volleyball
    - Workout Wednesday
    - Boot Camp
    - Water and Fruit available for teachers
    - Zumba
    - Flu Shots
    - Redi MD
    - Walk-tober Challenge
    - After School Dance
    - Massages
    - Walking Meetings
    - Weight Watchers



Elementary
Coordinated School Health

Coordinated School Health (CSH)

- CSH is a cooperative approach to improve the physical, mental, and emotional health for all students, staff, and members of the educational community.

CATCH (Coordinated Approach To Child Health)

- A resource that helps schools make it fun and doable to implement CSH.
- A coordinated program that can be implemented campus-wide to create & support a healthy environment.

Campus CSH Expectations

- Create a school environment that encourages healthy eating and physical activity
- Follow the AISD Wellness Policy
- Teach children to make healthy choices
- Teach the identified health lessons and human sexuality and responsibility lessons
- Implement the CATCH Coordination Guide
- Implement new CSH tasks every grading period, including the District's collaborative events
- Schedule daily physical activity and reinforce SEL skills during:
    - Recess – 30 minutes of daily unstructured activity (student choice)
    - Working Out for Wellness (WOW) – 20 min of structured activity such as games/Marathon Kids (led by teacher)
    - Brain breaks - 2-10 minutes in classroom such as GoNoodle or Creative Learning Initiative strategies

Teacher Recommendations for Remote Learning and Face to Face

- Encourage students to practice the 20/20/20 Rule (every 20 minutes, take a 20 second break, look at something 20 feet away)
- Encourage students to create a healthy remote learning environment
- Plan organized physical activities for Working Out for Wellness/Marathon Kids/Brain Breaks
- Assign students to research, plan, write, and teach the physical activities/Brain Breaks to reinforce Technology/Literacy/SEL
- Look for teachable moments within academic content lessons to reinforce healthy lifestyles (count apples instead of candy bars, create a healthy sandwich instead of an ice cream sundae, measure heart rate, etc.)
- Encourage students to be mindful, eat healthy meals and snacks, drink water, cut screen time, sleep, and be active daily
- Encourage students to learn about the school meals and review the school menu
- Create a healthy classroom that includes a safe place to stand, stretch, or pick up a healthy snack or water
- Provide alternative places for student learning such as standing desks or physio balls to sit on
- Be a healthy, active role model (drink water instead of soda, provide healthy snacks, do **NOT** reward students with candy and gum)
- Participate in employee wellness activities
- Participate in district wide CSH focus weeks such as CATCH themes, Wear Red Day, Tobacco Awareness, etc.
- Post information in the classroom related to nutrition, physical activity, screen time, hydration, etc.

Healthy Kids Learn Better
Healthy Teachers Teach Better



Middle School Coordinated School Health

Coordinated School Health (CSH)

- CSH is a cooperative approach to improve the physical, mental, and emotional health for all students, staff, and members of the educational community.

CATCH (Coordinated Approach To Child Health)

- A resource that helps schools make it fun and doable to implement CSH.
- A coordinated program that can be implemented campus-wide to create & support a healthy environment.

Campus CSH Expectations

- Create a school environment that encourages healthy eating and physical activity
- Follow the AISD Wellness Policy
- Teach children to make healthy choices
- Teach the identified CATCH health lessons (advisory) and human sexuality (science) and responsibility lessons.
- Implement the CATCH Coordination Toolkit.
- Implement new CSH tasks every grading period, including the District's collaborative events.
- Schedule daily physical activity and reinforce SEL skills using GoNoodle, Creative Learning Initiative strategies, or other 2-10 minute type brain breaks.

Teacher Recommendations for Remote Learning and Face to Face

- Encourage students to practice the 20/20/20 Rule (every 20 minutes, take a 20 second break, look at something 20 feet away)
- Encourage students to create a healthy remote learning environment
- Plan organized physical activities for Working Out for Wellness/Marathon Kids/Brain Breaks
- Assign students to research, plan, write, and teach the physical activities/Brain Breaks to reinforce Technology/Literacy/SEL
- Look for teachable moments within academic content lessons to reinforce healthy lifestyles (count apples instead of candy bars, create a healthy sandwich instead of an ice cream sundae, measure heart rate, etc.)
- Encourage students to be mindful, eat healthy meals and snacks, drink water, cut screen time, sleep, and be active daily
- Encourage students to learn about the school meals and review the school menu
- Create a healthy classroom that includes a safe place to stand, stretch, or pick up a healthy snack or water
- Provide alternative places for student learning such as standing desks or physio balls to sit on
- Be a healthy, active role model (drink water instead of soda, provide healthy snacks, do **NOT** reward students with candy and gum)
- Participate in employee wellness activities
- Participate in district wide CSH focus weeks such as CATCH themes, Wear Red Day, Tobacco Awareness, etc.
- Post information in the classroom related to nutrition, physical activity, screen time, hydration, etc.

Healthy Kids Learn Better
Healthy Teachers Teach Better



High School
Coordinated School Health

Coordinated School Health (CSH)

- CSH is a cooperative approach to improve the physical, mental, and emotional health for all students, staff, and members of the educational community.

CATCH (Coordinated Approach To Child Health)

- A resource that helps schools make it fun and doable to implement CSH.
- A coordinated program that can be implemented campus-wide to create & support a healthy environment.

Campus CSH Expectations

- Create a school environment that encourages healthy eating and physical activity.
- Follow the AISD Wellness Policy.
- Encourage students to make healthy choices.
- Schedule daily physical activity and reinforce SEL skills using Creative Learning Initiative strategies or other 2-10 minute type brain breaks.

Teacher Recommendations for Remote Learning and Face to Face

- Encourage students to practice the 20/20/20 Rule (every 20 minutes, take a 20 second break, look at something 20 feet away)
- Encourage students to create a healthy remote learning environment
- Plan organized physical activities for Working Out for Wellness/Marathon Kids/Brain Breaks
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- Post information in the classroom related to nutrition, physical activity, screen time, hydration, etc.

Healthy Kids Learn Better
Healthy Teachers Teach Better

Wellness

The District shall follow state and federal nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

Development, Implementation, and Review of Guidelines and Goals

The District shall, in consultation with the local school health advisory council (SHAC), review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the District shall permit participation by parents, students, representatives of the District's food service department, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public. [See BDF for required membership of the SHAC.]

Guidelines and Goals

Part of the mission of the District is to improve the health of the entire community by teaching students and families ways to establish and maintain lifelong healthy eating and physical activity habits. The mission shall be accomplished through nutrition education, physical education and activity, and food served in schools.

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines: Foods and Beverages Sold and Provided

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance. [See CO]

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

In addition to legal requirements, the District shall:

1. Establish age-appropriate guidelines for food and/or beverages served during classroom parties, birthdays, or school celebrations or events. Campuses shall follow these guidelines when offering food and/or beverages during events, parties, and celebrations. [See CO and FFA(EXHIBIT)]
2. Provide guidance to campuses requiring that birthday and/or school celebrations shall not occur in the cafeteria during meal serving time. Such events may take place at the end of the school day after the last scheduled class or after school.
3. Provide guidelines for schools requiring that foods and/or beverages shall not be used as rewards for academic performance, except when provided in a specific student's individualized education program (IEP) or behavior intervention plan.
4. Provide teachers with education and guidelines on the use of food for instructional purposes or as a reward in the classroom. [See FFA(EXHIBIT)]
5. Require that all foods of minimal nutritional value (FMNV), including chocolate and all forms of candy, not be sold, distributed, provided, or made available to students in kindergarten–grade 12 at any time during the school day. [See FFA(EXHIBIT)]
6. Require that all campuses, kindergarten–grade 12, not be involved in the sale of food or beverages for any fundraising activity during the school day. Fundraising activities that involve the sale of food and/or beverages shall take place outside the school day. [See CO]
7. Require that food and/or beverages offered to students and employees of the District during the day as a snack or meal, whether provided by parents or staff, shall be consistent with the goals of the policy and in compliance with the Federal Public School Nutrition Policy. [See CO]

Wellness Goals

Nutrition Promotion and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAB] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. Educational nutrition information shall be shared with families and the general public to positively influence the health of students and community members through the use of print media, newsletters, school lunch menus, and the District website. 0.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe and enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall encourage parents to support their children's participation, to be active role models, to include physical activity in family events, and to participate in before-school and after-school physical activity programs.
3. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.
4. The District shall encourage students, parents, staff, and community members to use the District's recreational facilities

such as tracks, playgrounds, and the like, that are available outside of the school day. [See GKD]

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.
3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The coordinator of school health services shall oversee the implementation and development of this policy and measure and monitor the implementation of the wellness policy and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

Authority

Education Code 37.002, 37.006, 37.008, and 37.009 govern removal of students from the regular education setting and placement in a disciplinary alternative education program (DAEP). The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 govern removal of students with disabilities. [See FOF]

Positive Behavior Support System

Principals are expected to implement schoolwide, classroom, and individual systems to teach and support positive student behaviors and to provide appropriate consequences for misbehaviors. [See FNCL(REGULATION)]

IDEA

The IDEA Amendments of 1997 (and IDEA reauthorization of 2004) provide provisions for regular education students not formally identified to receive special education services, specifically, if the school had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

It further states that a school will be deemed to have knowledge that a student is a student with a disability if:

1. The parent of the child has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency [campus], or a teacher of the child, that the child is in need of special education and related services;
2. The parent of the child has requested an evaluation of the student; or
3. The teacher of the child, or other personnel of the LEA [campus], has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency [AISD] or to other supervisory personnel of the agency [AISD].

If the campus administration has any reason to believe that a student is disabled, but not yet identified (using the guidelines above), disciplinary action should not be taken until the Department of Special Education is contacted.

Removal Conference

The purpose of the removal conference is to make a fair and impartial determination as to whether or not there is a reasonable belief that a student has engaged in an alleged offense. During the conference, all available information should be utilized in making this determination. The conference affords the student, parent/guardian, and/or representatives the right to be informed in writing of the specific charges, an opportunity to explain his or her version of the incident, and participation in the conference. Removal of special education students and students receiving ser-

vices under Section 504 must be in accordance with required 504 Committee and ARD Committee procedures. [See FB and FOF]

Mandatory Removals

If the campus administration has a reasonable belief that the student engaged in a mandatory removal offense, the student must be removed and placed in a DAEP. [See LENGTH OF REMOVAL]

Discretionary Removals

A student may also be removed to a DAEP for serious or persistent misbehavior. The District defines "persistent" to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation. A student may be removed for persistent misbehavior if behavior interventions based upon an assessment and behavior plan have not been successful and it is determined that removal to a DAEP is necessary to improve the student's behavior. The District defines "serious" offenses as offenses that pose physical danger to the student, to others, or to property. [See LENGTH OF REMOVAL]

A process review and recommendation by the appropriate associate superintendent may precede discretionary removals.

Length of Removal

A period of removal must be specified. The length of removal will follow the proceeding guidelines:

1. First removal during the current school year: up to 30 school days or completion of program, whichever comes first. (If the student is assigned to a Social Behavior Skills (SBS) Unit, the first removal will be up to 20 school days or a maximum of 12 successful days, whichever comes first.)
2. Second removal during the current school year: up to 60 school days or completion of program, whichever comes first. (If the student is assigned to an SBS Unit, the second removal will be up to 40 school days or a maximum of 20 successful days, whichever comes first.)
3. Third and subsequent removals during the current school year: up to 90 school days or completion of program, whichever comes first. (If the student is assigned to an SBS Unit, the third or subsequent removal will be up to 60 school days or a maximum of 20 successful days, whichever comes first.)

Exceptions to these guidelines include:

1. INVEST program for secondary students. [See DRUG AND ALCOHOL PROGRAM]
2. Positive Families program for secondary students. [See POSITIVE FAMILIES]

3. If the campus administration has reason to believe the presence of the alleged offender creates a safety concern on the campus and may pose physical harm to self or others, the student may be removed up to the remainder of the year, with administrative progress reviews every 20 school days via attendance, grades, and behavior information communicated by the DAEP to the home campus. At each review, the campus administration will have the authority to determine if the student will be returned to the home campus, unless the student is assigned to an SBS Unit, in which case the outcome of the 20-day review will be determined by the associate superintendent in consultation with the principal and the director of special education.

Intervention Checklist

A checklist of interventions is provided in Exhibit A. This checklist should be completed for all removal conferences. These interventions are intended to ensure that the behavioral needs of students are addressed and to document the school's actions. The principal or administrator conducting the removal conference must certify what activities and/or interventions specified on the checklist have been completed.

Support Services

Each of the removal scripts contains a section requiring consideration of support services provided to the student prior to the offense causing the removal conference. The student's counselor should be notified of the removal conference. The student's counselor or other appropriate individual should review any services provided.

If the offense does not require mandatory removal, the conference committee will consider support services and programs in lieu of removal to a disciplinary alternative education program.

If Education Code 37.006 governs the offense and removal is required, the conference committee will recommend services that will assist the student in the alternative placement and in transition back to the regular education program.

Students Under Age Six

Students under age six will not be removed to a discipline alternative education placement.

Invest

The District will provide a drug and alcohol awareness program for secondary students and their parents/guardians for first-time misdemeanor-level drug and alcohol offenses during the current school year. This includes misdemeanor alcohol offenses, misdemeanor marijuana offenses, and misdemeanor dangerous drug offenses at onset. Participation of the parent or guardian is required. This program must be offered for all first-time use and possession offenses at the conclusion of the removal conference. Use of this program for selling and distribution offenses is at the discre-

tion of the campus administration. This program normally takes two weeks to complete while the student is assigned to the disciplinary alternative education program. Students will be returned to their regular instructional program upon completion of the program. If the student and parent or guardian do not successfully complete this program, the appropriate removal guidelines will be followed. [See LENGTH OF REMOVAL]

Positive Families

The District will provide an anti-violence program for secondary students and their parents/guardians for discretionary removals for fighting or physical aggression during the current school year. Parent or guardian participation is required. Campus administrators must offer Positive Families, a program that includes communication skills, anger management, conflict resolution, and problem solving, to students who are removed for fighting or for physical aggression and to their parents/guardians. If the student and parent or guardian do not successfully complete this program, the appropriate removal guidelines will be followed. [See LENGTH OF REMOVAL] This program normally takes two weeks to complete while the student is assigned to the disciplinary alternative education program.

Administrators may, but are not required to, offer Positive Families for those removed for assault with injury. If they do, the student may return early with successful completion. If they do not successfully complete the program, they will serve the remainder of whatever length was assigned by administrators with administrative progress reviews every 20 school days.

Academic Packets

If a student is removed, academic packets may be offered. Both the parents and students must understand that academic packets provided by the home campus are to be completed at home, not at the disciplinary alternative education program, and are the responsibility of the student and parent/guardian. Parents must pick up the packets at the home campus and return the packets upon completion.

Probated Removals

Discretionary removals may be probated to the home campus. Revocation of a probated removal requires a conference with the student and parent to discuss the student's behavior and the possibility of the student's removal to the disciplinary alternative education program.

Mandatory removals involving offenses such as assault, terroristic threats, drugs, and alcohol will not be probated.

Emergency Placement

The principal or designee may place a student in the ALC or ACES if there is reason to believe that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with a teacher's

ability to communicate with students in a class, with the ability of the student's classmates to learn or with the operation of the school. At the time of this emergency placement, the student and student's parents must receive oral notice of the reasons for the action. A removal conference must be held within five school days. Emergency placement may not be used as a substitute for removal. [See FOE]

Legal Representation

Campus administrators must contact the office of the general counsel to arrange for legal representation if a parent/guardian makes known his or her intent to bring a lawyer to the removal conference. If the parent/guardian brings a lawyer without notification, the removal conference must be halted until District legal representation can be arranged.

Withdrawal Prior to Removal

If a student who has committed a mandatory removal offense withdraws to enroll at another District campus or in another school district, the removal conference is still required. A good faith effort must be made to notify the student and parents of the conference. If the student and parent do not respond, the conference may be conducted as scheduled. A copy of this disciplinary decision will be given to the enrolling district.

If a student withdraws from the District and then reenrolls during the same or a subsequent school year, the District may enforce the DAEP placement order at that time, less any portion of the placement that was served by the student during enrollment in another district at that district's DAEP.

Appeal

The principal is the Superintendent's designee for removal decisions. The parent/guardian should be given a copy of the appeal form contained in the discipline administrative procedures manual at the end of the removal conference and as an attachment to the removal notice.

Removal Beyond End of Year

For placement in a disciplinary alternative education program to extend beyond the end of the school year, the principal or other appropriate administrator must determine that the student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or to another individual.

The campus administration will meet with the student and parent or guardian before the next school year begins to determine if the DAEP placement will be continued.

Review of Removal

Placements must be reviewed every 120 calendar days. In the case of high school students, a home campus representative, a disciplinary alternative education program representative, the stu-

dent, and the student's parent or guardian must review the student's progress toward meeting graduation requirements and establish a specific plan for meeting graduation requirements. The disciplinary alternative education program is not required, nor will it provide courses other than those specified in Education Code 37.008(a). At this review, the student and the student's parent or guardian may present arguments for the student's return to the regular classroom.

Reports to Law Enforcement

Misdemeanor and felony offenses committed on campus, within 300 feet of campus, or at a school-related activity must be reported to the appropriate law enforcement agency. The case number assigned to the offense must be included in the removal conference report for all mandatory removals.

STUDENT DISCIPLINE FOC
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING (EXHIBIT)

The following are exhibits used by the District:

Exhibit A: Intervention Checklist — 2 pages

Exhibit B: What is “Completion of the ACES program?”— 1 page

Exhibit C: What is “Completion of the ALC program?” — 2 pages

Exhibit D: The ALC High School Program — 2 pages

Exhibit E: The ALC Middle School Program — 2 pages

EXHIBIT A

INTERVENTION CHECKLIST

The presenting administrator at the removal conference or expulsion hearing must discuss the interventions implemented for this student and the principal or principal's designee must sign the completed checklist and forward it as part of the removal or expulsion paperwork.

Student: _____ Student Number: _____

Intervention	Date(s)	Number of times implemented and outcomes
Academic/Career planning (if appropriate, attach *Individual Academic-Career Plan* for high school students)		
Teacher/team conference with student		
Consultation/problem solving with parents/guardians		
Consultation/problem solving with the student's teacher(s)		
Consultation/problem solving with assessment staff and administrative staff		
Consultation/problem solving with Child Study Team		
Behavior strategies may include positive reinforcement, social skills training, self-control strategies, time out, modeling, environmental management		
Referral to community agency		
Peer mediation or conflict resolution		
Individual counseling sessions		
Small group counseling sessions		
Large group guidance activities		
Behavior Assessment and Plan		
Special Education/504 students:		
1. FBA/BIP development, review, level of implementation of BIP		

Intervention	Date(s)	Number of times implemented and outcomes
2. Special Education/504 Coordinator contact/input		
3. Special Education Support Staff involvement (behavior specialist, special education counselor, assessment staff)		
4. ARD/504 committee meeting to review appropriateness of placement prior to manifestation or removal		
Other		

The appropriate interventions listed above have been attempted.

Principal/designee: _____ Date: _____

Use blank space or back for additional narrative.

EXHIBIT B

WHAT IS "COMPLETION OF THE ACES PROGRAM?"

The ACES Behavior Intervention Program is a highly structured, incentives-based program through which appropriate behaviors are taught, learned, and reinforced when a student is placed in Long-Term Removal for disciplinary reasons. The behavior program is designed to build each student's sense of personal responsibility for his or her own learning and behavior through the direct instruction of social/behavior skills by progressing through multiple levels of increasing incentives in a points-based behavior management program. A student must earn a designated amount of daily points in order to earn a "successful" day. A student who completes the program requirements may earn an early return back to the home campus. TEKS-based instruction is provided on a continuum of academic services in cooperation with the home campus.

ACES BEHAVIOR INTERVENTION PROGRAM REQUIREMENTS

Students must earn a minimum of 90 points in order to have a successful day.

Students must complete all academic assignments in order to have a successful day.

Students in kindergarten–grade 3 must accumulate ten successful days to qualify for an early return.

Students in grades 4–6 must accumulate 15 successful days to qualify for an early return.

Successful days on Emergency Placement can count toward completion of the ACES behavior program.

Five additional days are added for program completion upon subsequent removals to the ACES DAEP.

Students must make up undocumented absences for program completion.

Point sheets are sent home daily for parent signatures.

EXHIBIT C

WHAT IS "COMPLETION OF THE ALC PROGRAM?"

Completion of the ALC program entails the following:

Academic:

- Successful and consistent completion of all academic tasks and participation in all academic areas (English, mathematics, science, social studies)
- Passing with 70 percent or better in all academic areas
- Compilation of an academic portfolio to be returned to home school
- Completion of all homework
- Completion of an exit essay and a book report (high school only)

Behavior:

- Two successful days of orientation (must be two consecutive days). Students enter classroom starting Level 1, Day 3 with orientation counting as Level 1, Days 1–2.
- Successful completion of the level system (4 levels, 5 successful days on each level = 20 days) and compliance with all policies/procedures (dress code, hallways, cafeteria, and the like.

Note: Noncompliance with dress code will result in resumption of Level 1, Day 1).

- Regular participation in one or more on-campus social service/counseling opportunities (i.e., one-on-one counseling, CIS anger management groups, LCDC's drug-counseling groups, outside agencies providing services, INVEST* or Positive Families, and the like).
- No more than two excused or unexcused absences. On the third absence, consecutive or not, students will be placed back on Level 1, Day 1; an absence will not count as a day on the level system, and students must be physically present and successful for the day to count.
- Returning point sheet signed by parent/guardian each day. Students must return a signed point sheet to receive credit for any day; persistent noncompliance with returning signed point sheets will result in resumption at Level 1, Day 1.
- Completion of an exit interview with counseling staff.

* ***Note:*** INVEST is offered to students who have committed a first-time misdemeanor-level alcohol or drug offense. Completion of INVEST entails two weeks, Tuesdays and Thursdays, 6:00 p.m.–8:00 p.m., and must include participation of the student with a parent/guardian. Positive Families is offered to students who have committed other offenses such as fighting, insubordination, nonattendance, and the like, with the program operating under the same time as INVEST. Students who fail to complete INVEST or Positive Families must complete the ALC program. INVEST and Positive Families are offered as incentives to students to reduce their length of stay at ALC.

EXHIBIT D

ALTERNATIVE LEARNING CENTER (ALC)

2004–05 COMPLETION OF THE HIGH SCHOOL PROGRAM

Program Requirements		
Completion: Successful, consistent, quality completion of all assignments and activities and appropriate participation are mandatory. *All academic work at the ALC follows AISD's curriculum. which is based on the state's curriculum (TEKS) for all courses.* All academic assignments are planned and conducted by ALC teachers. Work assigned by a home school must be done outside of ALC time.	**Orientation:** Two successful CONSECUTIVE days of orientation are required before placement in a classroom. Students enter a classroom for regular instruction on Level 1, Day 3 after successful completion of orientation. ANY absence between Day 1 and Day 2 of orientation will require starting over on Day 1.	**Suspensions:** If a student is suspended during an ALC stay, he or she will be dropped one level. It is at the administrators' discretion to drop a student to Level 1, Day 1 after a suspension depending on the severity of the offense (i.e., fighting, assault, drugs, weapons). Other consequences for noncompliant behavior while at the ALC could be expulsion from AISD and placement in the JJAEP.
Grades: Students must be passing all ALC classes with 70% or better to exit. (Students with grades lower than 70% usually are not completing work or are not attending school. Students cannot receive a "successful" day if work is not being completed.)	**Level System:** The level system is 4 levels with 5 days on each level. Completion of the Level System is completion of the ALC Program and requires 5 successful days on each of the 4 levels (Total = 20 successful days).	**Counseling:** Counseling and social services are available to all students as needed or as referred.

High School: High school students must: • Produce a complete academic portfolio to be sent back to the home campus upon completion. • Complete one book report every 20 days of an ALC stay. • Complete all homework. • Complete an Exit Essay.	**Point Sheets:** A point sheet describing a student's daily academic and behavioral progress goes home with every student EVERY day of a student's ALC stay. It is the student's responsibility to ensure the point sheet is delivered to the parent/guardian daily, and it is the student's and parent's responsibility to ensure the point sheet is signed and returned the following day.	**Attendance:** Two or more unexcused absences will result in a student being dropped to Level 1, Day 1. All notes to excuse absences (i.e., from doctor, hospital, dentist, probation) must be received within 48 hours (two school days) of the last day of the absence. Notes received after 48 hours (two school days) will not be accepted. After three parent notes for absences due to a student's illness, a doctor's note will be required. Two or more unexcused tardies will result in a student being dropped a level.
DELTA: High school students are referred to the DELTA lab according to need and space availability for self-paced, accelerated opportunity for credit-recovery.	**Dress Code:** Every student is required to adhere to the ALC dress code EVERY day starting the first day. Dress code violations will result in an unsuccessful day. A parent/guardian will be contacted to get a student into compliance. Students are not permitted in the classroom if they are not in dress code. It is at the ALC administrators' discretion to return a student to Level 1, Day 1 if there is persistent noncompliance with the dress code.	**ROPES/Gym:** ROPES/gym teachers have alternate activities for students who cannot physically participate. Students who refuse to participate in ROPES/gym will not have a successful day.
Social Skills Units: A daily social skills lesson is conducted in every classroom. Participation in these lessons is mandatory. The weekly themes that revolve throughout the school year are: communication, stress management, anger management, goal setting, and citizenship.		

EXHIBIT E

THE ALC MIDDLE SCHOOL PROGRAM

The phrase "completion of the ALC program" will consist of the following accomplishments for middle school students:

- Reaching Level 4 status in which student behavior reflects compliance, cooperation, self-evaluation, and leadership;
- Achieving a minimum of 20 successful or excellent days;
- Completing at least 70 percent of assigned class work, a book report, and a research project (gathered into a portfolio); and
- Addressing of social service and counseling needs identified during the registration.

In order for a student to advance through the level system, he or she must meet the behavioral and academic expectations for that level successfully for five days (the last three of which must be consecutive). A student who exceeds the expectations ("excellent day") at a level for three consecutive days may be advanced to the next level after those three days.

Meeting expectations or earning a successful day at Level 1 requires a student to comply with the dress code; return daily point sheets signed by a parent; follow classroom instructions and hallway procedures; complete reading, writing, and mathematics assessments and assignments; complete Level 1 ROPES activities; and complete book report preparation questions.

Successfully completing Level 2 requires a student, in addition to meeting the Level 1 expectations, to display appropriate class participation; complete class assignments in reading, writing, mathematics, and science; return homework; complete Level 2 ROPES activities; and write a book report.

The expectations for Level 3 students are that they will continue to show behaviors learned in previous levels and complete assigned work in reading, writing, mathematics, science, and social studies; take responsibility for their actions and school work; acknowledge problem areas; work in small groups; turn in plans for a research project; and participate in Level 3 ROPES activities.

A student will have successfully completed the ALC program when he or she shows consistent Level 4 behaviors. This means the student practices skills learned at Levels 1, 2, and 3 and has developed abilities in the areas of problem solving, goal setting, anger management, and conflict resolution. He or she will complete class assignments in all subject areas, write a second book report, complete a research project, and participate in Level 4 ROPES activities.

Student need for counseling or social service interventions will be examined in the parent/student interview that takes place during registration. Needs will be addressed with direct interventions by the ALC counseling staff, referrals to agencies who provide services on the ALC campus, or links to community programs and agencies. Interventions may include individual or group counseling with the middle school counselor, substance abuse counselor,

clinical social worker, interns, or agency staff from Communities in Schools, Phoenix House Reconnecting Youth program, YWCA, or ATCAP. Some families may also participate in the INVEST or Positive Families programs.

District Advisory Council

In compliance with Education Code 11.251, the District Advisory Council (DAC) shall advise the Board and the Superintendent or designee in establishing and reviewing the District's educational goals, objectives, and major District-wide classroom instructional programs identified by the Board or the Superintendent. The council shall serve exclusively in an advisory role in the areas including but not limited to student performance, planning, budgeting, curriculum, staffing patterns, professional development, and school organization.

The council shall function in accordance with Board policy and the DAC bylaws.

The Superintendent or designee shall be the coordinator of the council and shall perform the duties set out in council bylaws, including maintenance and timely distribution of records, agendas, and minutes. The Superintendent or designee shall meet with the council in its regular meetings.

Chairpersons

Two co-chairpersons of the council shall be elected from among the council's members and shall serve two-year staggered terms. Only one of the co-chairpersons shall be a District employee. The co-chairpersons shall perform the duties set out in council bylaws.

Meetings

The DAC coordinator and the co-chairs of the council shall set the agenda in coordination with the Superintendent or designee and shall schedule council meetings as required by DAC bylaws.

All regular meetings of the council shall be open to the public and shall provide a reasonable opportunity for public comments.

Duties of the Council

In addition to the statutorily mandated duties at BQA(LEGAL), the council shall perform the functions established in the council bylaws.

Composition

The council shall be composed of members who shall represent campus-based professional staff, District-level professional staff, classified staff, parents, businesses, and the community, as well as advisory members selected as provided by DAC bylaws. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining members shall be professional nonteaching District- and campus-level staff and one classified staff member. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

An individual may serve on only one standing District advisory committee, with the exception of serving simultaneously on a standing District advisory committee and an ad hoc committee, a

campus advisory committee, or other campus committee. The individual may apply to serve on another District advisory committee to begin service once the individual's term has expired.

Professional Staff — Staff members shall be elected according to DAC bylaws and shall include at a minimum:

1. Two elementary principals;
2. One middle school principal;
3. One high school principal; and
4. Two teachers from each vertical team.

Classified Staff — The council shall include a minimum of one classified staff member who is selected in accordance with DAC bylaws.

Parents — The council shall include the following parent representation selected according to DAC bylaws: two parents from each vertical team.

Community Members — The council shall include a minimum of two community members selected by the DAC coordinator and co-chairs through a process that provides for adequate representation of the community's diversity, in accordance with council bylaws. The Superintendent or designee shall use several methods of communication to ensure that community residents are informed of the council and are provided the opportunity to participate and shall solicit volunteers. All community member representatives must reside in the District.

Business Representatives — The council shall include a minimum one business representative selected by the DAC coordinator and co-chairs from business partners, through a process that provides for adequate representation of the community's diversity, in accordance with council bylaws. The Superintendent or designee shall use several methods of communication to ensure that community residents are informed of the council and are provided the opportunity to participate and shall solicit volunteers. A business representative need not reside in nor operate a business in the District.

Other Advisory Members — The council shall include other advisory members selected in accordance with DAC bylaws, as follows:

1. One or two members of the Austin Council of Parent and Teacher Associations;
2. A minimum of three at-large members;
3. A minimum of two high school students; and

4. The Superintendent and one Board member, both of whom may serve in an ex officio capacity; that is, nonvoting.

Community Input

The Superintendent or designee shall ensure that the DAC obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to:

1. Periodic meetings to gather input and provide information on the work of the council. These meetings shall be advertised in District publications and through the media.
2. Articles in in-house publications regarding work of the council.
3. Regular news releases to the media in the District regarding the work of the council.
4. Periodic reports to the principals on the work of the council that may be posted on campus bulletin boards.

Elections

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the council. [See also DGA]

The consent of each nominee shall be obtained before the person's name may appear on the ballot. Nomination and election shall be conducted in accordance with policy, council bylaws, and administrative regulations.

Terms

Representatives shall serve staggered two-year terms, beginning the first DAC meeting of the school year. Members may serve one additional term, but renewed membership is not automatic.

Vacancy

A vacancy on the DAC shall be handled in accordance with council bylaws.

Other Advisory Groups

The existence of the DAC shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.

AUSTIN
Independent School District



2026-2027 MIDDLE SCHOOL COURSE CATALOG

EVERY DAY IS A CHANCE TO LEARN SOMETHING NEW.

Middle School List

AISD MIDDLE SCHOOLS

ANN RICHARDS SCHOOL FOR YOUNG WOMEN LEADERS
AUSTIN Independent School District

BAILEY MIDDLE SCHOOL
AUSTIN Independent School District

BURNET MIDDLE SCHOOL
AUSTIN Independent School District

COVINGTON MIDDLE SCHOOL
AUSTIN Independent School District

DOBIE MIDDLE SCHOOL
AUSTIN Independent School District

GUS GARCIA YOUNG MEN'S LEADERSHIP ACADEMY
AUSTIN Independent School District

GENERAL MARSHALL MIDDLE SCHOOL
AUSTIN Independent School District

GORZYCKI MIDDLE SCHOOL
AUSTIN Independent School District

KEALING MIDDLE SCHOOL
AUSTIN Independent School District

LAMAR MIDDLE SCHOOL
AUSTIN Independent School District

LIVELY MIDDLE SCHOOL
AUSTIN Independent School District

MENDEZ MIDDLE SCHOOL
AUSTIN Independent School District

MURCHISON MIDDLE SCHOOL
AUSTIN Independent School District

O. HENRY MIDDLE SCHOOL
AUSTIN Independent School District

BERTHA SADLER MEANS YOUNG WOMEN'S LEADERSHIP ACADEMY
AUSTIN Independent School District

PAREDES MIDDLE SCHOOL
AUSTIN Independent School District

SMALL MIDDLE SCHOOL
AUSTIN Independent School District

WEBB MIDDLE SCHOOL
AUSTIN Independent School District

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MIDDLE SCHOOL PLANNING DOCUMENT

As students create your pathway and develop a challenging personal academic plan, use the middle school planning guide below to think ahead to the courses you want to complete by the end of 8th grade. Pay particular attention to how your middle school coursework will align to your high school plans. Note: The total number of courses needed per year will vary by campus.

NAME:	DATE:
SCHOOL NAME:	

COURSE	**6TH**	**7TH**	**8TH**
MATH			
ENGLISH LANGUAGE ARTS			
SCIENCE			
SOCIAL STUDIES			
PHYSICAL EDUCATION			
ELECTIVE			
ELECTIVE			
ELECTIVE			

AUSTIN ISD MIDDLE SCHOOL GENERAL INFORMATION

The information below is designed to provide students and parents with information about courses available to students in Austin ISD middle schools. The information contained in this guide is subject to change based on changes made by the Texas Legislature and/or Texas Education Administration rulings. The Texas Essential Knowledge and Skills (TEKS) identifies what Texas students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the minimum curriculum for all Texas schools.

CURRICULUM AT A GLANCE

AISD provides middle school students a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The AISD academic program offers all students the same basic course of study. Students in grades six through eight are required to take core courses in English/language arts, mathematics, science, social studies, physical education, and fine arts.

- Core classes, English/language Arts, science, social studies & math are required every year.
- Students are required to take a total of four semesters of physical education, including at least one semester of physical education per year.
- Students in grade 6 shall be encouraged to take two semesters of physical education.
- Students complete one Texas Essential Knowledge and Skills-based fine arts course in grade 6, grade 7, or grade 8.
- Dual language students take two courses each year taught entirely in Spanish including one advanced Spanish language course and one content course (math, science, or social studies) in Spanish.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, world languages (LOTE), as well as courses that explore areas of student interest, or the student may take additional physical education courses. Specific required and elective courses may vary from school to school. Middle schools offer advanced courses in English, mathematics, science and social studies, as well as other services to Gifted and Talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Many middle schools also offer selected courses for high school credit.

Some middle schools offer dual language programming which offers high academic coursework and supports students' work toward biliteracy, bilingualism, and biculturalism. Middle school dual language students take a minimum of two classes taught 100% in Spanish each year including one content course in Spanish and one Advanced Spanish language course. Depending on their scores and the college of their choice, middle school dual language students can earn up to 4 high school credits and, upon completion of both AP Spanish exams, up to 18 college credits.

MIDDLE SCHOOL GRADE PROMOTION

Students may not be promoted unless they:

- Have an overall grade average of 70; and
- Attain an average of 70 or above in three of the following subjects: language arts, mathematics, social studies and science.
- In determining promotion, a district shall consider:
- The recommendation of the student's teacher;
- The student's grade in each subject or course;
- The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l), to the extent applicable; and
- Any other necessary academic information, as determined by the district

SCHEDULE CHANGES

It is very important that students and parents consider selecting appropriate courses based on the student's graduation and post-secondary plans. The choices students make during the course selection process determine the master schedule teacher assignments for each campus. Though never perfect, the campus master schedule is designed to maximize student opportunities and minimize scheduling conflicts. **Master schedule changes may be affected by insufficient course enrollment or instructor availability.** Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.
In order to schedule efficiently, student schedules **will not be** changed to select different teachers, lunch periods, or any different elective or alternate elective. **Teacher change requests will only be considered if a student previously failed a course with the same teacher and if another teacher is available.** Schedule correction requests do not require a parent signature.
Schedule corrections will be considered as soon as possible and only for the following reasons:

- The student does not have the prerequisites for a course.
- Course credit was previously received, (i.e. through summer school, correspondence courses, examination for acceleration (Credit-by-Exam), etc.).
- A data entry error was made by the school (i.e. two first-period classes or a schedule that does not contain the full number of classes)
- The student has been dismissed from a program where approval must be granted for placement.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Austin ISD offers some courses designated for grades 9-12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite Texas Essential Knowledge and Skills as well as state and district requirements for the high school course taken. Satisfactory completion of high school courses in middle school shall be reflected on the student's academic achievement record, and the student will be awarded state graduation credit.

Students in world languages (LOTE) courses for high school credit, may withdraw by the fifth week of the last nine weeks of the course. The final semester report card must reflect the new course to which the student transferred.
A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the third nine weeks of the course. The semester report card must reflect the new course to which the student transferred.

Austin ISD will automatically enroll each 6th grade student in an accelerated mathematics course who performed in the top 40%/60th percentile on the fifth grade STAAR. The parent or guardian may opt the student out of automatic enrollment. Parents will be notified no later than 14 days prior to the start of the school year.

Students who satisfactorily complete Algebra I, and/or Geometry prior to high school will continue with higher-level mathematics courses in Grades 9-12.

Students are expected to take 4 additional years of high school math while in high school.

The grade for courses taken prior to high school will be averaged in the student's high school grade point average (GPA) and class rank.

LOOKING AHEAD TO HIGH SCHOOL & POSTSECONDARY OPTIONS

Students taking advanced courses in middle school will be better prepared for the variety of advanced pathways in Austin ISD, which includes Advanced Placement (AP), OnRamps, Early College High School, Dual Credit, Pathways in Technology Early College High School (PTECH), Advanced CTE, International Baccalaureate (IB) and dual language opportunities. More information about these options can be found in the high school course catalog. Below is a table outlining some of the differences between AP, traditional dual credit, OnRamps, and PTECH.

COMPARING DIFFERENT ADVANCED OPTIONS

There are several ways to save time and money by earning college credits in high school. Advanced Placement courses, articulated courses, UT OnRamps dual enrollment courses, dual credit courses, the Early College High School Program, and the International Baccalaureate Diploma Programme are all options available to students.

Universal advice: Always begin with the end in mind. Each college/university determines what they will and will not grant credit for and whether that will apply as credit only or impact GPA. It is imperative that students research these institutions as they make their course decisions in high school.

See more information about the differences between Advanced Placement (AP), Dual Credit (DC)/ Early College High School (ECHS), UT OnRamps, and Pathways in Technology (PTECH) below.

PROGRAM	ADVANCED PLACEMENT (AP)	DUAL CREDIT (DC)/ EARLY COLLEGE HIGH SCHOOL (ECHS)	DUAL ENROLLMENT (UT ON RAMPS PROGRAM)	PATHWAYS IN TECHNOLOGY (PTECH)
DESCRIPTION	The AP Program allows students to take college-level courses and the related AP Exam, to potentially earn college credit while still in high school.	Dual credit allows students to simultaneously earn high school and college credit by successfully completing Austin Community College (ACC) courses.	Dual enrollment allows students to earn high school, and potentially earn college credit while still in high school, by taking courses designed by the University of Texas and completing a specialized, college level curriculum.	P-TECH allows students to simultaneously earn high school and workforce college credit by successfully completing Austin Community College (ACC) courses.
GPA AND RANK	AP courses are weighted.	DC courses are weighted.	UT On Ramps courses are weighted.	PTECH DC courses are weighted.

COLLEGE CREDIT	College credit is granted when students pass the AP Exam. Individual colleges and universities, not the College Board nor the AP program, grant college course credit and placement.	College credit is awarded when the student passes the course. Students in ECHS may earn up to an associate's degree.	Students receive weighted high school credit when they successfully complete the course. Students also receive college credit if they qualify for and pass the college portion of the course.	College credit is awarded when the student passes the course. Students in P-TECH may earn a Level I Certificate and/or an associate's degree.
TEACHERS/ INSTRUCTORS	Courses are taught by high school teachers using a curriculum approved by The College Board.	Taught by ACC instructors and/or high school teachers who serve as adjunct professors with ACC.	Taught by high school teachers in collaboration with University of Texas faculty.	Taught by ACC instructors and/or high school teachers who serve as adjunct professors with ACC.
COLLEGE/UNIVERSITY ACCEPTANCE	Accepted throughout the nation. Requires a score of 3 or higher on the AP Exam in TX. Contact individual colleges/universities for their AP policy.	Accepted at public colleges and universities in Texas, and many private institutions. Check with individual colleges/universities for academic requirements.	Guaranteed to be accepted at any public university in Texas. Accepted at most private universities. Check with individual colleges/universities for academic requirements.	Accepted at public colleges and universities in Texas, and many private institutions. Check with individual colleges/universities for academic requirements.
LOCATION	AP courses are taught on the HS campus.	Some dual credit courses are taught on the HS campus. Students also take dual credit courses on ACC campuses.	UT OnRamps Dual Enrollment courses are taught on the HS Campus.	Students take dual credit courses on ACC campuses.
ELIGIBILITY	Open to any student. Students are expected to have the skills and knowledge from prior advanced courses, and be motivated to work outside the school day on college level material.	Students must qualify by taking the Texas Success Initiative (TSI) test.. The TSI test is offered free of charge in the district, or for a fee at ACC campuses outside the district.	Open to students who show high achievement, but who wish to experience a college-level course, and are motivated to work outside of the school day on college level material.	Students must qualify by taking the Texas Success Initiative (TSI) test.. The TSI test is offered free of charge in the district. However, students who have not met the TSIA requirements will have the opportunity to enroll in workforce courses at ACC towards earning a Level I Certificate.
COST	AP courses are free. There is a fee for the corresponding AP Exams. This fee is reduced for students who qualify for the free/reduced meal program.	Up to 12 dual credit courses at ACC camp uses are currently free with a tuition waiver, providing the student is meeting Satisfactory Academic Progress (SAP). After 12 waivers ECHS students may take more courses through the program.	UT OnRamps dual enrollment courses are currently free for students in Austin ISD.	This program of choice is FREE for all enrolled students. P-TECH provides free transportation for enrolled students in/out of district zones.
TEXTBOOKS	Provided by the school.	For dual credit students/families are responsible for the cost of textbooks. ECHS Austin ISD is responsible for textbooks.	Provided by the school and campus staff.	Austin ISD is responsible for textbooks.

College Board College and Career Readiness Resources

As students look ahead to high school and beyond, College Board has a variety of resources specifically designed for 8th graders (and middle school students). Students can utilize BigFuture Career Search tool, which provides a way to explore career options that best fit your student. Additionally, students can discover colleges, search for scholarships, and learn about financial aid.

Students wanting to get a head start on some of the College Board college readiness exams can also explore resources for a practice PSAT 8/9. Completing the practice exam through the College Board's Bluebook app will give students the experience of online testing and better understand how college readiness assessments differ from STAAR or other curriculum based assessments.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID stands for Advancement Via Individual Determination, and the mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Austin ISD implements AVID at elementary and secondary campuses that choose to participate. Middle school AVID students are expected to take rigorous courses, notably high school level courses and even Advanced Placement courses such as AP Spanish. Students also participate in Socratic tutorial groups, practice college readiness skills rich in writing, inquiry, collaboration, organization, and reading, as well as executive functioning skills, such as time management, goal setting and goal-reflecting. AVID students will explore college and career options and college visits.

At the secondary level, students who participate in the AVID elective must follow the campus's selection process, which often includes an application and interview. The profile of an AVID student is a student possessing "Independent Determination" towards college and career success, a GPA of 2.0-3.5, often "Meets Grade Level" on the ELA portion of the STAAR exam. Special considerations will be made

for one or more of the following criteria: 1) will be first generation to graduate from college 2) receives free or reduced lunch 3) are historically underserved in 4 year universities 4) other special circumstances. Contact your campus's AVID coordinator for more information. Courses are listed under :Specialized Middle School Courses:.

INTERNATIONAL BACCALAUREATE (IB)- MIDDLE YEARS PROGRAMME (MYP)

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). Find out more about the MYP.

The MYP is open to all students at Murchison MIddle School. The MYP is inclusive by design; students of all interests and academic abilities can benefit from participation. Implementation of the MYP is a whole-school endeavor, although the programme can accommodate academically-selective models.

CREDIT BY EXAMINATION (CBE)

Credit by exam for acceleration is offered at no cost during specific testing windows at secondary campuses in the fall and spring, four times during the year, through the Office of Systemwide Testing. Specific dates and information may be obtained through your campus testing coordinator or registrar. For more information about CBE and its impact on rank please consult AISD policy; EHDC: CBE without prior instruction and EHDB: CBE with prior instruction. As a reminder, CBE for world languages is not an option at the middle school level.

STANDARDIZED TESTING

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period and to assess the effectiveness of the curriculum. The Texas Education Agency has established times at which tests are given and AISD provides guidelines for using the results. For all other students, the following state-mandated tests apply:

GRADE SIX:
STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: math and reading
TELPAS for emergent bilingual students
GRADE SEVEN:
STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: math, reading and writing
TELPAS for emergent bilingual students
GRADE EIGHT:
STAAR (State of Texas Assessment of Academic Readiness), STAAR-Alternate 2: math, reading, social studies and science TELPAS for emergent bilingual students

Any sixth, seventh, or eighth grade student taking a high school level course for which there is a STAAR end-of-course (EOC) assessment must also take that specific EOC assessment.

SECTION 504 SERVICES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Amended Act 2008) are non-discrimination statutes enacted by the U.S. Congress. The purpose of which is to prohibit discrimination and to ensure that students with disabilities are given a free appropriate public education (FAPE) which provides educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in one or more major life activities such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the Section 504 Resource Guide (English) or (Spanish) for more information about eligibility and services for qualifying students.

GIFTED AND TALENTED (GT) SERVICES

GT students receive services for GT STEM (Science and/or Mathematics) and GT humanities (language arts and/or social studies). Elementary GT services are provided within a cluster-grouping model, in which small groups of GT students are assigned to teachers who complete annual GT training. Secondary students enroll in one or more advanced-level courses in the area(s) for which they are GT identified. Advanced-level course options include advanced, Advanced Placement (AP), magnet, and International Baccalaureate (IB). Secondary teachers who provide services through advanced courses complete annual GT Training.
Students can be identified as GT in up to 4 areas: language arts, social studies, math, and science. At the secondary level, we group these in GT STEM or GT humanities. Therefore, a student identified as GT in mathematics and social studies can receive services by taking an advanced/accelerated STEM (science or math) course and an advanced humanities course (world language, language arts, or social studies).

Once students are identified as GT, the status follows them throughout their AISD experience, unless they furlough or exit from services. For families transferring into AISD, they should visit the Advanced Academics website to request a GT transfer. Every campus has a GT Advocate who oversees GT screening, identification, and services.

The Talent Explore (TE) program is unique to Austin ISD and supports high-ability students. When students participate in GT screening, they can qualify for the GT or TE program. TE students are identified for Talent Explore STEM (science and/or mathematics) or Talent Explore Humanities (language arts/and or social studies). TE students receive similar services to GT students: they can be cluster-grouped at the elementary level and they take advanced-level courses in secondary.

This Approved Courses for Secondary GT Scheduling document provides a list of all courses that are approved for Secondary GT (and TE) scheduling. Teachers of these courses must maintain their required annual GT professional learning and provide appropriately differentiated instruction to the GT students in their classroom.

MULTILINGUAL EDUCATION SERVICES

All Austin ISD campuses serve multilingual students through a variety of language programming. AISD's student population is rich in cultural and linguistic diversity. The district embraces an asset-based lens with all students from the moment they join our community. Among AISD's multilingual students are emergent bilingual students. Emergent bilingual students are students who are working toward advanced English language proficiency in reading, writing, speaking and listening, including students born in the United States and recent immigrants. Emergent bilingual students receive instruction and support that focuses on their strengths and their journey to add more languages to their linguistic repertoire. For example, at the middle school and high school level, AISD offers ESL classes, dual language classes, and world language classes to support the multilingual journey.

ENGLISH AS A SECOND LANGUAGE

Austin ISD's English as a Second Language program has the following goals at its core:

- High academic achievement
- Foster critical thinking skills
- Advancement of sociocultural competence

In middle school and high school, all emergent bilingual students take English language arts with a teacher certified in English as a second language. Many campuses offer an ESOL language arts course that serves as the students' English language arts class or they offer an additional ESL elective for emergent bilingual students to develop their English language and literacy skills. Emergent bilingual students should be placed in content courses with teachers trained in instruction that supports second language acquisition while honoring and incorporating the linguistic and cultural resources students bring to school and the strength of their bilingualism/multilingualism.

Middle School English Language Development Pathways (ESL)

<table>
<tr><td colspan="2">Years in US Schools: 0–3
English Proficiency: Beginner</td></tr>
<tr><td>Core Course
Taken in place of ELAR
ESOL 6 1036.E0000.Y
ESOL 7 1037.E0000.Y
ESOL 8 1038.E0000.Y</td><td>ELDA Elective*
1st year taken
1803.EJ000.Y
2nd year taken
1804.EJ000.Y
*HS Credit Course</td></tr>
<tr><td>Core Course
Sheltered Content Courses for
Social Studies, Math, Science
Course Code: ‘####.E0000.Y”</td><td></td></tr>
<tr><td colspan="2">Content & ESL certified teacher</td></tr>
<tr><td>Curriculum & Resources:
ESOL Curriculum
Imagine Learning
Inside Fundamentals</td><td>Curriculum & Resources:
ELDA Curriculum
Imagine Learning
Inside the USA</td></tr>
<tr><td colspan="2">Years in US Schools: 3–5
English Proficiency: Intermediate</td></tr>
<tr><td>Core Course
Taken in place of ELAR
ESOL 6 1036.E0000.Y
ESOL 7 1037.E0000.Y
ESOL 8 1038.E0000.Y</td><td>AVID Excel Elective
6th 9217.R1000.Y
7th 9218.R1000.Y
8th 9219.R1000.Y
or
Reading Elective ESL
6th 1026.E0000.Y
7th 1027.E0000.Y
8th 1028.E0000.Y</td></tr>
<tr><td>Core Course
Sheltered Content Courses for
Social Studies, Math, Science
Course Code: ‘####.E0000.Y”</td><td></td></tr>
<tr><td>Content & ESL certified teacher</td><td>Certified Teacher (ESL certification recommended)</td></tr>
<tr><td>Curriculum & Resources:
ESOL Curriculum
Imagine Learning
Inside Fundamentals</td><td>Curriculum & Resources:
AVID Excel Curriculum
Imagine Learning
Inside Level A-C</td></tr>
<tr><td colspan="2">Years in US Schools: 6+
English Proficiency:
Intermediate, Advanced, Advanced High</td></tr>
<tr><td>Core Course
RLA 6 1006.R0000.Y
RLA 7 1007.R0000.Y
RLA 8 1008.R0000.Y</td><td>Reading Elective ESL
6th 1026.E0000.Y
7th 1027.E0000.Y
8th 1028.E0000.Y</td></tr>
<tr><td colspan="2">ELA & ESL certified teacher</td></tr>
<tr><td>Curriculum & Resources:
RLA Curriculum
Imagine Learning
myPerspectives</td><td>Curriculum & Resources:
Imagine Learning
Inside Level A-C</td></tr>
<tr><td colspan="2">Multilingual Instructional Framework: Content based language instruction</td></tr>
</table>

LPAC (LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE)

LPAC members have the following responsibilities:

- Meet within four calendar weeks of initial enrollment for identification and/or review
- Designate the language proficiency level of each emergent bilingual student
- Designate the level of academic achievement of each emergent bilingual student
- Designate the initial instructional placement of each emergent bilingual Student (subject to parent or guardian approval). Facilitate the participation of emergent bilingual students in other special programs
- Meet prior to state assessments for determination of appropriate assessments and designated supports
- Reclassify students, at the end of the school year only

For more information visit: https://www.txel.org/Parents-And-Families

DUAL LANGUAGE

Austin ISD's Dual Language program has the following goals at its core:

- Bilingualism and biliteracy
- High academic achievement through two languages
- Advancement of sociocultural competence

Austin ISD's Secondary Spanish/English Dual Language program is an inclusive experience for Spanish speakers who meet one or both of these criteria:

- Completed Austin ISD's K-5 or K-8 Spanish/English Dual Language program or
- Demonstrate Spanish proficiency

Dual language middle school and high school students take a minimum of two classes taught 100% in Spanish each year including one content course in Spanish and one advanced Spanish language course. Middle school dual language students can earn up to 4 high school credits and, upon successful completion of the AP exam in 8th grade, up to 18 college credits also depending on the college a student attends.

Middle School Spanish Dual Language program course sequence and recommendations:
The Spanish Language course sequence is the following and does not change:

- 6th grade: Spanish for Spanish Speakers 3A
- 7th grade: Spanish for Spanish Speakers 3B
- 8th grade: Spanish Language and Culture AP

The Spanish content courses will vary by campus in social studies, science, and math.

AISD Dual Language Seal of Biliteracy

- 4 Spanish world languages courses taken in high school with an average of 70/100
- 4 credits in dual language content courses taken in high school with an overall average of 70/100.
- ELA graduation requirements with an 70/100 overall average
- Portfolio and presentation including coursework and journey through dual language

Middle School
Dual Language Pathway

Traditional Path *Student participated in elementary dual language*	
Spanish Course 6TH SSS 3A 2635 HJADLY 7TH SSS 3B 2635 HJADLY 8TH SPN IV LANG & CULTURE AP 2545 PJODLY	**DL Core Course** Science, Social Studies or Math taught in Spanish. Minimum of one course per year.
World Languages & Bilingual Certified Teacher	Content & Bilingual Certified Teacher
Resources: Spanish Curriculum AP College Board Temas	**Resources:** DL Curriculum
Begins Dual Language in 7th or 8th Grade *Student must be Spanish proficient*	
Spanish Course Student may begin in the same Spanish level as their cohort. If the student is SIFE or needs more support, they may begin in SSS 3A or 3B.	**DL Core Course** Science, Social Studies or Math taught in Spanish. Minimum of one course per year.
World Languages & Bilingual Certified Teacher	Content & Bilingual Certified Teacher
Resources: Spanish Curriculum AP College Board Temas	**Resources:** DL Curriculum

Additional Information

- For emergent bilingual students see English Language Development Pathway Recommendations.
- Multilingual Instructional Framework: Content Based Language Instruction

WORLD LANGUAGES /LANGUAGES OTHER THAN ENGLISH (LOTE) SUBSTITUTES

The credits may be selected from the following:

- Any two levels in the same language; or
- Two credits in computer programming languages selected from Computer Science I, II, III, AP Computer Science Principles, AP Computer Science A, IB, Computer Science standard level and IB Computer Science higher level.

If a student, in completing the first credit of world languages, demonstrates that the student is unlikely to be able to complete the second credit, as agreed upon by the teacher of the first world languages credit or another world languages teacher designated by the school district, the principal or designee, the student's parent or person standing in parental relation, the student's ARD committee if applicable, or committee established for the student under Section 504, Rehabilitation Act of 1973 if applicable, the student may substitute another appropriate course as follows:

- Special Topics in Language and Culture; or
- World History Studies or World Geography Studies for a student who is not required to complete both by the local district; or
- Another TEKS-based LOTE course; or
- Computer programming languages, including computer coding

A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from English language arts, mathematics, science, or social studies or two credits in Career and Technical Education for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by the student's ARD committee if the student receives special education services or the committee established for the student under Section 504, Rehabilitation Act of 1973 if the student does not receive special education services.

EMERGENT BILINGUAL STUDENTS SERVED BY SPECIAL EDUCATION

Emergent bilinguals who receive special education services have needs related to a disability as well as needs related to second language learning. It is important for the Admission, Review and Dismissal (ARD) committees and Language Proficiency Assessment committees (LPAC) to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. ARD and LPAC committees should keep in mind that emergent bilinguals receiving special education services who participate in STAAR administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

Dual language programming is shown to benefit all participating students. Many special education students choose to participate in dual language and thrive in this opportunity. Spanish-speaking emergent bilingual special education students see great benefits to learning in their home language.

GIFTED AND TALENTED (GT) STUDENTS SERVED BY SPECIAL EDUCATION OR SECTION 504 (Twice-Exceptional Learners)

Gifted and Talented students who receive special education or Section 504 services have needs related to a disability or a learning difference and needs related to their area(s) of high intellectual or creative ability. It is important for the Admission, Review, and Dismissal (ARD) Committees and teachers of Advanced Courses to work together to ensure that instruction is tailored to meet each student's Gifted & Talented and special education needs. ARD committees should keep in mind that Gifted and Talented students receiving special education services may still require accommodations when participating in STAAR.

Advanced Academics programming, along with opportunities for enrichment and extension, are shown to benefit all participating students. Many special education students are also receiving services for gifted and talented, and can thrive when both needs are met.

SPECIAL EDUCATION SERVICES

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators or any other district employee should contact a campus administrator or counselor for information concerning the special education referral process.

The school district curriculum enables each student with disabilities to acquire knowledge and skills commensurate with the student's needs and abilities. These skills are developed with the support of special education accommodations, modification or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee for any course to enable the student to access and make progress with the general curriculum.

The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

SPECIAL EDUCATION HIGH SCHOOL GRADUATION ELIGIBILITY TO CONTINUE OR RETURN FOR TRANSITION SERVICES

STANDARD OF PERFORMANCE	STATE ASSESSMENTS	ELIGIBILITY TO CONTINUE OR RETURN FOR TRANSITION SERVICES	CONDITION FOR DISMISSAL FROM SPECIAL EDUCATION SERVICES
Students satisfactorily complete credit requirements for graduation at the standard applicable to students in general education with **accommodations only.**	STAAR Satisfactory Performance	Special education services shall terminate upon graduation	Completion of credit and assessment requirements
Students satisfactorily complete credit requirements for graduation at the standard applicable to students in general education with **accommodations only.**	STAAR **Student failed no more than 2 end-of-course assessments**	Special education services shall terminate upon graduation.	
Students satisfactorily complete credit requirements	STAAR **Student failed 3 or more**	**Students are eligible to continue or return for**	The ARD committee shall determine the need to

for graduation at the standard applicable to students in general education with **accommodations only.**	**end-of-course assessments** Satisfactory performance on the required end-of-course assessments, unless the student's ARD committee has determined that satisfactory performance is not necessary for graduation.	**special education transition services.**	continue or return for transition services after completion of credit requirements as long as the student meets age eligibility requirements and is not older than 21 on September 1st.
Students satisfactorily complete credit requirements through courses, one or more of which contain **modified curriculum.**	STAAR Satisfactory performance on the required end-of-course assessments, unless the student's ARD committee has determined that satisfactory performance is not necessary for graduation.	**Students are eligible to continue or return for Special Education Transition Services.** Student must also successfully complete the student's individualized education program (IEP) and meet one of following conditions: A. have a full-time job and the skills needed to keep it; or B. have job skills and self-help skills for successful employment and adult living; or C. have access to services and supports outside of the public education system that can support them in adulthood; or D. will reach age 22 by the start of the school year (September 1st).	
Students satisfactorily complete credit requirements through courses, one or more of which contain **modified curriculum.**	STAAR Alternate II		
Students that are receiving special education services can graduate under the Foundation High School Plan with or without endorsements. Students may graduate with 1 or more endorsements by completing all additional courses to satisfy the 26credit requirement. Course planning, including courses in endorsement areas, should be based on postsecondary goals and student strengths and interests. ARD committees will determine if courses required for an endorsement that are completed with modified curriculum are sufficiently rigorous.			

A student receiving special education services may graduate and be awarded a high school diploma if:

1. The student has satisfactorily completed the state or district's (whichever is greater) curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or

2. The student has satisfactorily completed the state or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education. The student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.
3. A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
    a. The state or district's (whichever is greater) minimum credit requirements for students without disabilities with modifications.
    b. The student's Individualized Educational Plan (IEP) and met one of the following conditions:
        i. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
        ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or
        iii. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
    c. Participated in the most appropriate state assessment as determined by the student's ARD committee, and the ARDcommittee has determined if satisfactory performance on state assessments is necessary for graduation.
    d. A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

Information regarding Senate Bill 673:
A school district shall issue a certificate of attendance to a student who receives special education services and who has completed

four years of high school but has not completed the student's IEP. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony under this new subsection.

SPECIAL PROGRAMS IN AUSTIN ISD

HOMEBOUND PROGRAM

The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound Program services if for medical reasons they are expected to be confined at home or hospital bedside for a minimum of four weeks and has a medical condition documented by a physician licensed to practice in the United States. If you have questions about the Homebound Program, contact the school nurse, counselor, administrator or the Homebound Office at 512-414-1700.

PREGNANCY RELATED SERVICES (PRS)

During pregnancy and after delivery, a student is eligible for instructional support services to stay on track in their academic courses. Services are provided when a student is: pregnant and attending classes on a campus; confined to home due to medical complications; confined during the six weeks postpartum period. For more information about PRS, contact the school nurse or the PRS Office at 512-414-1700 ext. 70164.

VOLUNTEERS IN COMMUNITIES TUTORING OUR RESPONSIBLE YOUTH (VICTORY)

VICTORY offers free tutoring to students in grades 1–12 at designated branches of the Austin Public Library. Students are matched with volunteers from the greater Austin community. The student/tutor pairs meet at regularly scheduled sessions in the library for a minimum of an hour each week to work on homework assignments and skills for which the student needs extra reinforcement and practice. Tutoring sessions are held in the late afternoon or early evening Monday through Thursday.

COURSE INFORMATION KEY

REQUIRED COURSES FOR SIXTH, SEVENTH, AND EIGHTH GRADE STUDENTS

Students identified as Gifted and Talented must be registered for Advanced Courses in the area(s) in which they have been identified to maintain GT designation and receive GT services.

COURSE NAME	ENGLISH LANGUAGE ARTS AND READING (6TH)
CREDIT	
GRADE LEVEL	6
COURSE NUMBER	1006.R0000.Y/H0000.Y R - GRADE LEVEL COURSE H - ACCELERATED/ADVANCED COURSE Y - YEARLONG COURSE X-SEMESTER LONG COURSE
SERVICE ID/PEIMS #	03220100
PREREQUISITES	None
DESCRIPTION	Sixth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS COURSE SELECTIONS



TRADITIONAL COURSE SEQUENCE AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**ENGLISH LANGUAGE ARTS & READING 6**	**STAAR GR 6 (READING)**
7TH	**ENGLISH LANGUAGE ARTS & READING 7**	**STAAR GR 7 (READING AND WRITING)**
8TH	**ENGLISH LANGUAGE ARTS & READING 8**	**STAAR GR 8 (READING)**

ADVANCED COURSE SEQUENCE AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**ADVANCED ENGLISH LANGUAGE ARTS & READING 6**	**STAAR GR 6 (READING AND WRITING)**
7TH	**ADVANCED ENGLISH LANGUAGE ARTS & READING 7**	**STAAR GR 7 (READING AND WRITING)**
8TH	**ADVANCED ENGLISH LANGUAGE ARTS & READING 8**	**STAAR GR 8 (READING AND WRITING)**

ENGLISH LANGUAGE ARTS AND READING (6th)

Grade: 6

Course: 1006.R0000.Y

Prerequisite: NONE

Sixth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING ADVANCED (6th)

Grade: 6

Course: 1006.H0000.Y

Prerequisite: NONE

Sixth grade English Language Arts and Reading Advanced is an open enrollment course. English language arts advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING (7th)

Grade: 7

Course: 1007.R0000.Y

Prerequisite: 6th Grade English Language Arts and Reading

Seventh grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING ADVANCED (7th)

Grade: 7

Course: 1007.H0000.Y

Prerequisite: 6th Grade English Language Arts and Reading

Seventh grade English Language Arts and Reading Advanced is an open enrollment course. English language arts advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING (8th)

Grade: 8

Course: 1008.R0000.Y

Prerequisite: 7th Grade English Language Arts and Reading

Eighth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING ADVANCED (8th)

Grade: 8

Course: 1008.H0000.Y

Prerequisite: 7th Grade English Language Arts and Reading

Eighth grade English Language Arts and Reading Advanced is an open enrollment course. English language arts advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

ENGLISH LANGUAGE ARTS AND READING FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Grade: 6-8

Course: 1036.E0000.Y (6th), 1037.E0000.Y (7th), 1038.E0000.Y (8th)

Prerequisite: NONE

These classes provide instruction in the ELAR and English Learners Language Arts (ELLA) TEKS and are designed to serve as the ELAR course for emergent bilingual students identified as newcomers or students in years 0-3 in US schools and at the beginning or intermediate level of English proficiency.The courses provide targeted and focused second language acquisition strategies that support the development of both interpersonal English skills and academic English skills while providing grade level ELAR TEKS. Course placement should be determined by LPAC.

ENGLISH LANGUAGE ARTS ELECTIVES

ARTISTIC/IMAGINATIVE WRITING

Grade: 6-8

Course: 9042.R0000.Y (Year), 9042.R0000.X (Semester)

Prerequisite: NONE

This course provides writing experience in several genres. Students engage in the writing process from prewriting to publication and will engage in peer review and self-reflection. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis.

PROFESSIONAL COMMUNICATIONS

Grade: 6-8

Course: 9042.R0000.Y (Year), 9042.R0000.X (Semester)

Prerequisite: NONE

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

PUBLICATIONS ENGLISH (7th)

Grade: 7

Course: 1077.R0000.Y(Year)/1077.R0000.X (Semester)

Prerequisite: NONE

Publications English is offered as an academic elective for students who wish to apply their writing skills to journalism. Students write and edit the school newspaper, yearbook, and/or for the school website or campus blog. Production may involve photography, layout, design, coding inHTML/CSS, and extensive writing.

PUBLICATIONS ENGLISH (8th)

Grade: 8

Course: 1078.R0000.Y (Year)/1078.R0000.X (Semester)

Prerequisite: NONE

Publications English is offered as an academic elective for students who wish to apply their writing skills to journalism. Students write and edit in publications such as the school newspaper, yearbook, and/or for the school website or campus blog. Production may involve photography, layout, design, coding inHTML/CSS, and extensive writing.

READING ELECTIVE (6th)

Grade: 6

Course: 1026.R0000.X/1026.R0000.Y ; ESL - 1026.E0000.Y ; Dyslexia – 1026.R1000.Y

Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)

Prerequisite: NONE

Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Students read, write, listen, speak, and view to learn more about the world and create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

READING ELECTIVE (7th)

Grade: 7

Course: 1027.R0000.X/1027.R0000.Y ; ESL - 1027.E0000.Y ; Dyslexia – 1027.R1000.Y

Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)

Prerequisite: NONE

Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Students read, write, listen, speak, and view to learn more about the world and create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

READING ELECTIVE (8th)

Grade: 8

Course: 1028.R0000.X/1028.R0000.Y ; ESL - 1028.E0000.Y ; Dyslexia – 1028.R1000.Y

Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)

Prerequisite: NONE

Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Students read, write, listen, speak, and view to learn more about the world and create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

SPEECH (6th)

Grade: 6

Course: 1056.R0000.Y (Year)/1056.R0000.X (Semester)

Prerequisite: NONE

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.

SPEECH (7th)

Grade: 7

Course: 1057.R0000.Y (Year)/1057.R0000.X (Semester)

Prerequisite: NONE

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.

SPEECH (8th)

Grade: 8

Course: 1058.R0000.Y (Year)/1058.R0000.X (Semester)

Prerequisite: NONE

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining. Students will develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and professional presentations.

ENGLISH LANGUAGE DEVELOPMENT & ACQUISITION (ELDA) (1st and 2nd time taken)

Credit: 1.0 (Elective Credit)

Grade: 6-8

Course: 1803.EJ000.Y (1st time taken), #1804.EJ000.Y (2nd time taken)

PEIMS: #03200800 (1st time taken), #03200810 (2nd time taken)

Prerequisite: Newcomers at the beginner or intermediate level of English proficiency. This course must be taken concurrently with an ESOL or ELAR course and can be taken for up to 2 credits.

This course provides instruction that is focused on supporting emergent bilingual students identified as newcomers through instruction that addresses all four language domains while developing social language and the basic building blocks for literacy in English. The course validates students' native languages and cultures while supporting acceleration of English acquisition.

MATH
COURSE SELECTIONS



AUSTIN ISD SECONDARY MATH PATHWAYS							
	6TH GRADE	**7TH GRADE**	**8TH GRADE**	**9TH GRADE**	**10TH GRADE**	**11TH GRADE**	**12TH GRADE**
TRADITIONAL MATH PATHWAY	6TH GR. MATH	7TH GRADE MATH	8TH GRADE MATH	ALGEBRA I OR ADV. ALGEBRA I	GEOMETRY OR ADV. GEOMETRY	ALGEBRA II OR ADV. ALGEBRA II	PRECALCULUS, PRECALCULUS (AP), PRECALCULUS (ONRAMPS), STATISTICS, OR STATISTICS (AP)
ACCELERATED MATH PATHWAY I **(ALGEBRA I IN 8TH GRADE)**	6TH GR. ACCELERATED MATH	7TH GRADE ACCELERATED MATH	ADV. ALGEBRA I	GEOMETRY OR ADV. GEOMETRY	ALGEBRA II OR ADV. ALGEBRA II	PRECALCULUS, PRECALCULUS (AP), PRECALCULUS (ONRAMPS), STATISTICS, OR STATISTICS (AP)	CALCULUS AB (AP), CALCULUS BC (AP), STATISTICS (AP), OR STATISTICS (ONRAMPS)
ACCELERATED MATH PATHWAY II **(GEOMETRY IN 8TH GRADE)**	6TH GRADE ACCELERATED MATH (FALL) **AND** 7TH GRADE ACCELERATED MATH (SPRING)	ADV. ALGEBRA I	ADV. GEOMETRY	ALGEBRA II OR ADV. ALGEBRA II	PRECALCULUS, PRECALCULUS(AP) OR PRECALCULUS (ONRAMPS)	CALCULUS AB (AP), CALCULUS BC (AP), STATISTICS (AP), OR STATISTICS (ONRAMPS)	MULTIVARIABLE CALCULUS (LOCAL CREDIT) OR ADDITIONAL ADVANCED MATH COURSE

Some high school students may also benefit from taking one or more of the following courses to meet their learning needs:

- Algebraic Reasoning
- Math Models with Applications
- College Preparatory Mathematics

Students are encouraged and should plan to take a math course each year through their 12th grade year. Accelerated math pathways are intended to challenge students with a strong interest in math and are not intended to facilitate early graduation.

TRADITIONAL MATH PATHWAY AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**MATH 6**	**STAAR GRADE 6**
7TH	**MATH 7**	**STAAR GRADE 7**
8TH	**MATH 8**	**STAAR GRADE 8**

MATH (6th)
Grade: 6
Course: 3006.R0000.Y
Prerequisite: NONE
The primary focal points of sixth grade math are all mathematical operations with integers, fractions, and decimals; rational number conversions; algebraic relationships and solving equations; proportional relationships in problem situations; constructing geometric formulas; statistics and graphical representations; and personal financial literacy. Students explore and apply these concepts through the use of problem-solving models, tools and technology, multiple representations, communication and justification of ideas.

MATH DUAL LANGUAGE (6th)
Grade: 6
Course: 3006.D0000.Y
Prerequisite: Participation in a Dual Language program and/or proficiency in Spanish
The primary focal points of sixth grade math are all mathematical operations with integers, fractions, and decimals; rational number conversions; algebraic relationships and solving equations; proportional relationships in problem situations; constructing geometric formulas; statistics and graphical representations; and personal financial literacy. Students explore and apply these concepts through the use of problem-solving models, tools and technology, multiple representations, communication and justification of ideas. The course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

MATH (7th)
Grade: 7
Course: 3007.R0000.Y
Prerequisite: None
The primary focal points of seventh grade math are all mathematical operations with positive and negative rational numbers; solving multi-step equations and inequalities; bridging two - and three-dimensional geometry; representation and application of

proportionality, probability, statistical analysis; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools, and technology, multiple representations, communication and justification of ideas.

MATH DUAL LANGUAGE (7th)
Grade: 7
Course: 3007.D0000.Y
Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish
The primary focal points of seventh grade math are all mathematical operations with positive and negative rational numbers; solving multi-step equations and inequalities; bridging two - and three-dimensional geometry; representation and application of proportionality, probability, statistical analysis; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools, and technology, multiple representations, communication and justification of ideas.This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

MATH (8th)
Grade: 8
Course: 3008.R0000.Y
Prerequisite: None
The primary focal points of eighth grade math are rational and irrational numbers; equations and inequalities with variables on both sides; applications of surface area and volume; attributes of linear relationships; transformational geometry; statistical procedures to describe data; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools and technology, multiple representation, communication and justification of ideas.

MATH DUAL LANGUAGE (8th)
Grade: 8
Course: 3008.D0000.Y
Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish
The primary focal points of eighth grade math are rational and irrational numbers; equations and inequalities with variables on both sides; applications of surface area and volume; attributes of linear relationships; transformational geometry; statistical procedures to describe data; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools and technology, multiple representation, communication and justification of ideas. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

AMP 1: ACCELERATED MATH PATHWAY AND TESTING GUIDE (Advanced ALGEBRA I IN 8TH GRADE)		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**ACCELERATED MATH 6**	**STAAR GRADE 6**
7TH	**ACCELERATED MATH 7**	**STAAR GRADE 8**
8TH	**ADVANCED ALGEBRA I**	**ALGEBRA I EOC**

ACCELERATED MATH (6th)
Grade: 6
Course: 3016.H0000.Y
Prerequisite: NONE
This course delivers an accelerated comprehensive study of all sixth-grade math Teks and targeted seventh-grade TEKSSuccess in this course requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration. Students take 6th grade STAAR state assessment. **SB2124 requires all students who score in the 60% percentile on 5th grade STAAR be automatically enrolled in 6th grade accelerated math with an opt-out option.**

ACCELERATED MATH DUAL LANGUAGE (6th)
Grade: 6
Course: 3016.DH000.Y.
Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish
This course delivers an accelerated, comprehensive study of all sixth-grade math TEKS and targeted seventh-grade TEKS. Success in this course requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration. This course is designed for students participating in the dual language program and is taught in Spanish. Students take 6th grade STAAR state assessment.This course is not offered at every dual language campus, please check with your school's office about availability. **SB2124 requires all students who score in the 60% percentile on 5th grade STAAR be automatically enrolled in 6th grade accelerated math with the option for opt-out.**

ACCELERATED MATH (7th)
Grade: 7
Course: 3017.H0000.Y
Prerequisite: Accelerated Math 6 or attended 7th Grade Accelerated Math AVID Summer Bridge, Participation in a Dual Language

Program and/or proficiency in Spanish
This course delivers an accelerated, comprehensive study of all eighth-grade math TEKS and targeted seventh-grade TEKS. Success in this course requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration. Students take the 8th grade STAAR state assessment.

ACCELERATED MATH DUAL LANGUAGE (7th)
Grade: 7
Course: 3017.DH000.Y
Prerequisite:
Accelerated Math 6 Dual Language, or attend 7th Grade Accelerated Math AVID Summer Bridge, Participation in a Dual Language Program and/or proficiency in Spanish
This course delivers an accelerated, comprehensive study of all eighth-grade math TEKS and targeted seventh-grade TEKS. Success in this course requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration. Students take the 8th grade STAAR state assessment. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

ALGEBRA I (ADVANCED)
Credit: 1 (Mathematics)
Grade: 8
Course: 3001.HJ000.Y
Prerequisite: 7th Grade Accelerated Math or Credit- by- Examination for 8th Grade Mathematics ***(8th Grade Math or its equivalent is required in order to enroll in Algebra I.)***
In Algebra I, students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study
polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Grades earned in high school courses taken in middle school are included in the high school GPA. Students take Algebra I End of Course State Assessment.
***A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the third nine weeks of the course.**
*** Districts must provide instruction and students must demonstrate proficiency in all TEKS for grades 6-8 mathematics prior to enrolling in Algebra I.**

ALGEBRA I (ADVANCED) DUAL LANGUAGE
Credit: 1 (Mathematics)
Grade: 8
Course: 3001.HJ0DL.Y
Prerequisite: 7th Grade Accelerated Math or Credit-by-Examination for 8th Grade Mathematics ***(8th grade math or its equivalent is required in order to enroll in Algebra I.)***, Participation in a Dual Language Program and/or proficiency in Spanish
In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Grades earned in high school courses taken in middle school are included in the high school GPA. Students take Algebra I End of Course State Assessment. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.
***A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the third nine weeks of the course.**
*** Districts must provide instruction and students must demonstrate proficiency in all TEKS for grades 6-8 mathematics prior to enrolling in Algebra I.**

AMP 2: Accelerated MATH PATHWAY AND TESTING GUIDE (Advanced GEOMETRY IN 8TH GRADE)		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**ACCELERATED MATH 6 AND ACCELERATED MATH 7**	**STAAR GRADE 8**
7TH	**ADVANCED ALGEBRA I**	**ALGEBRA I EOC**
8TH	**ADVANCED GEOMETRY**	**STAAR GRADE 8**

Grade 6 Course Enrollment:
Accelerated Math 6 (Double Block)
Course Number: 3016.H0000.X (Fall Semester)
Accelerated Math 7 (Double Block)
Course Number: 3017.H0000.X (Spring Semester)
Grade 7 Course Enrollment: Algebra I Advanced
Grade 8 Course Enrollment: GeometryAdvanced

ALGEBRA I (ADVANCED)
Credit: 1 (Mathematics)
Course: 3001.HJ000.Y
Prerequisite: 7th Grade Accelerated Math or credit by examination for 8th Grade Mathematics *(8th Grade Math or its equivalent is required in order to enroll in Algebra I.)*
In Algebra I, students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study
polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Grades earned in high school courses taken in middle school are included in the high school GPA. Students take Algebra I End of Course State Assessment.
***A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the third nine weeks of the course.**
*** Districts must provide instruction and students must demonstrate proficiency in all TEKS for grades 6-8 mathematics prior to enrolling in Algebra I.**

ALGEBRA I (ADVANCED) DUAL LANGUAGE
Credit: 1 (Mathematics)
Course: 3001.HJ0DL.Y
Prerequisite: 7th Grade Accelerated Math or credit by examination for 8th Grade Mathematics *(8th grade math or its equivalent is required in order to enroll in Algebra I.),* Participation in a Dual Language Program and/or proficiency in Spanish
In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Grades earned in high school courses taken in middle school are included in the high school GPA. Students take Algebra I End of Course State Assessment. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.
***A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the third nine weeks of the course.**
*** Districts must provide instruction and students must demonstrate proficiency in all TEKS for grades 6-8 mathematics prior to enrolling in Algebra I.**

Grade 8 Course Enrollment:
GEOMETRY (Advanced)
Credit: 1 (Mathematics)Course: 3003.HJ000.Y Prerequisite: Algebra I (Students must have Algebra I credit before enrolling in Geometry)
Course:3003.HJ000.Y
Prerequisite: Algebra I (Students must have Algebra I credit before enrolling in Geometry)
In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students take 8th grade STAAR.
*** Districts must provide instruction and students must demonstrate proficiency in all TEKS for grades 6-8 mathematics prior to enrolling in Algebra I.**
***A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last nine weeks of the course.**

Math Intervention Classes

MATH INTERVENTION (6th)

Grade: 6

Course: 6th Grade: 9046.R0000.X (Semester) 6th Grade: 9046.R0000.Y (Yearlong)

Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)

Prerequisite: None

The Math Intervention course is designed to help middle school students strengthen their foundational math skills and build confidence in problem-solving. This course provides targeted support for the prerequisite math skills required for their on-level course. Through personalized instruction, interactive activities, and hands-on practice, students will work on closing learning gaps and mastering

essential math concepts. The course also emphasizes developing a growth mindset and positive attitudes toward math, equipping students with strategies for success in future math classes. Suitable for students needing extra support or those seeking to reinforce their math skills, this course aims to make math accessible, engaging, and fun.

MATH INTERVENTION (7th)

Grade: 7

Course: 7th grade: 9047.R0000.X (Semester), 7th grade: 9047.R0000.Y (Yearlong)

Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)

The Math Intervention course is designed to help middle school students strengthen their foundational math skills and build confidence in problem-solving. This course provides targeted support for the prerequisite math skills required for their on-level course. Through personalized instruction, interactive activities, and hands-on practice, students will work on closing learning gaps and mastering essential math concepts. The course also emphasizes developing a growth mindset and positive attitudes toward math, equipping students with strategies for success in future math classes. Suitable for students needing extra support or those seeking to reinforce their math skills, this course aims to make math accessible, engaging, and fun.

MATH INTERVENTION (8th)

Grade: 8

Course: 8th grade: 9048.R0000.X (Semester)/8th grade: 9048.R0000.Y (Yearlong)

Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)

The Math Intervention course is designed to help middle school students strengthen their foundational math skills and build confidence in problem-solving. This course provides targeted support for the prerequisite math skills required for their on-level course. Through personalized instruction, interactive activities, and hands-on practice, students will work on closing learning gaps and mastering essential math concepts. The course also emphasizes developing a growth mindset and positive attitudes toward math, equipping students with strategies for success in future math classes. Suitable for students needing extra support or those seeking to reinforce their math skills, this course aims to make math accessible, engaging, and fun.

SCIENCE
COURSE SELECTIONS



TRADITIONAL SCIENCE PATHWAY AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**SCIENCE 6**	**N/A**
7TH	**SCIENCE 7**	**N/A**
8TH	**SCIENCE 8**	**STAAR GRADE 8**

ADVANCED SCIENCE PATHWAY AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**ADVANCED SCIENCE 6**	**N/A**
7TH	**ADVANCED SCIENCE 7**	**N/A**
8TH	**ADVANCED SCIENCE 8**	**STAAR GRADE 8**

SCIENCE (6th)/ADVANCED
Grade: 6
Course: 4006.R0000.Y/4006.H0000.Y
Prerequisite: NONE

In grades 6 through 8 science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In grade 6, the following concepts will be addressed in each strand. The strands are scientific and engineering practices, matter and energy, force, motion and energy, earth and space, and organisms and environments.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE DUAL LANGUAGE (6th)
Grade: 6
Course: 4006.D0000.Y/4006.DH000.Y
Prerequisite: Participation in a Dual Language Program and/or proficiency in Spanish.

In grades 6 through 8 science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In grade 6, the following concepts will be addressed in each strand. The strands are scientific and engineering practices, matter and energy, force, motion and energy, earth and space, and organisms and environments. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus. Please check with your school's office about availability. These courses are available in regular or advanced courses.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE (7th)/ADVANCED
Grade: 7
Course: 4007.R0000.Y/4007.H0000.Y
Prerequisite: NONE

In grades 6 through 8 science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In grade 7, the following concepts will be addressed in each strand. The strands are scientific and engineering practices, matter and energy, force, motion and energy, earth and space, and organisms and environments.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE DUAL LANGUAGE (7th)

Grade: 7

Course: 4007.D0000.Y/4007.DH000.Y

Prerequisite: Participation in a dual language program and/or proficiency in Spanish.

In grades 6 through 8 science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In grade 7, the following concepts will be addressed in each strand. The strands are scientific and engineering practices, matter and energy, force, motion and energy, earth and space, and organisms and environments .This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus. Please check with your school's office about availability. These courses are available in regular or advanced courses.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE (8th)/ADVANCED

Grade: 8

Course: 4008.R0000.Y/4008.H0000.Y

Prerequisite: NONE

In grades 6 through 8 science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In grade 8, the following concepts will be addressed in each strand. The strands are scientific and engineering practices, matter and energy, force, motion and energy, earth and space, and organisms and environments.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SCIENCE DUAL LANGUAGE (8th)/ADVANCED

Grade: 8

Course: 4008.D0000.Y/4008.DH000.Y

Prerequisite: Participation in a dual language program and/or proficiency in Spanish.

In grades 6 through 8 science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In grade 8, the following concepts will be addressed in each strand. The strands are scientific and engineering practices, matter and energy, force, motion and energy, earth and space, and organisms and environments .This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus. Please check with your school's office about availability. These courses are available in regular or advanced courses.

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

SOCIAL STUDIES COURSE SELECTIONS



TRADITIONAL SCIENCE PATHWAY AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**World Cultures**	**N/A**
7TH	**Texas Geography and History**	**N/A**
8TH	**U.S. History from exploration to 1877**	**STAAR GRADE 8**

ADVANCED SCIENCE PATHWAY AND TESTING GUIDE		
GRADE	**SUBJECT**	**ASSESSMENT(S)**
6TH	**Advanced World Cultures**	**N/A**
7TH	**Advanced Texas History**	**N/A**
8TH	**Advanced U.S. History**	**STAAR GRADE 8**

SOCIAL STUDIES (6th)/ADVANCED

Grade: 6

Course: 6006.R0000.Y/H0000.Y

Prerequisite: NONE

The focus of 6th grade Social Studies is contemporary world cultures, studying the people, places, and regions of the world. The concepts of history, geography, government, economics, culture, citizenship, and science and technology are applied to contemporary societies. Students will practice critical thinking skills by analyzing societies, comparing culture regions, organizing and interpreting information, and making predictions.

SOCIAL STUDIES DUAL LANGUAGE (6th)/ADVANCED

Grade: 6

Course: 6006.D0000.Y/DH000.Y

Prerequisite: Participation in a dual language program and/or Spanish proficiency.

The focus of 6th grade Social Studies is contemporary world cultures, studying the people, places, and regions of the world. The concepts of history, geography, government, economics, culture, citizenship, and science and technology are applied to contemporary societies. Students will practice critical thinking skills by analyzing societies, comparing culture regions, organizing and interpreting information, and making predictions. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

SOCIAL STUDIES (7th)/ADVANCED

Grade: 7

Course: 6007.R0000.Y/H0000.Y

Prerequisite: NONE

The focus of 7th grade Social Studies is Texas history, studying the history of Texas from early times to the present. The course includes the study of the regions of Texas, local and state government, the rich cultural background of the state, and the impact of scientific discoveries and technological innovations on life in the modern world. Students will use critical thinking skills to analyze historical documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of Texas.

SOCIAL STUDIES DUAL LANGUAGE (7th)/ADVANCED

Grade: 7

Course: 6007.D0000.Y/DH000.Y

Prerequisite: Participation in a dual language program and/or Spanish proficiency.

The focus of 7th grade Social Studies is Texas history, studying the history of Texas from early times to the present. The course includes the study of the regions of Texas, local and state government, the rich cultural background of the state, and the impact of scientific discoveries and technological innovations on life in the modern world. Students will use critical thinking skills to analyze historical documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of Texas. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

SOCIAL STUDIES (8Th)/ADVANCED

Grade: 8

Course: 6008.R0000.Y/H0000.Y

Prerequisite: NONE

The focus of 8th grade Social Studies is U.S. History to 1877, studying the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th and 19th centuries. Students will expand their knowledge of historical events by analyzing and evaluating documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of the United States.

SOCIAL STUDIES DUAL LANGUAGE (8Th)/ADVANCED

Grade: 8

Course: 6008.D0000.Y/DH000.Y

Prerequisite: Participation in a dual language program and/or Spanish proficiency.

The focus of 8th grade Social Studies is U.S. History to 1877, studying the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th and 19th centuries. Students will expand their knowledge of historical events by analyzing and evaluating documents relating to the geographic, economic, governmental, cultural, and
technological factors influencing the growth and development of the United States. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

WORLD LANGUAGES (LOTE) COURSE SELECTIONS



Following the American Council on the Teaching of Foreign Languages (ACTFL) guidelines, all world languages courses are conducted 90% in the target language. Students who plan to register for any world language course and are already proficient in the language, may advance to upper levels upon approval of the instructor.

Following the American Council Teachers of Foreign Languages (ACTFL) Proficiency Guidelines, students at the end of each school year:

	PROFICIENCY LEVEL	CONSISTENT EXPECTATIONS
I	Novice Mid - Novice High	Familiar, everyday topics; Sometimes understand the main idea; Words, phrases, simple sentences; Practiced or memorized; Short interactions
II	Novice High - Intermediate Low	Number of familiar, everyday topics; Understand the main idea; Series of simple sentences; Short interactions
III	Intermediate Low - Intermediate Mid	Variety of familiar, everyday topics; Understand the main idea; Series of connected sentences; Short interactions
IV	Intermediate Mid - Intermediate High	Variety of familiar and unfamiliar topics; Understand the main idea and details; Paragraphs, various time frames; Easy and confidently

RECOMMENDED DUAL LANGUAGE SPANISH LANGUAGE COURSE SEQUENCE	
6th	Spanish for Spanish Speakers 3A
7th	Spanish for Spanish Speakers 3B
8th	AP Spanish Language and Culture

DISCOVERING LANGUAGES AND CULTURES (6th)
Grade: 6
Course: 9326.R0000.Y/9326.R0000.X
Prerequisite: NONE
This is a non-sequential course that allows the student to explore other languages and cultures. The student demonstrates an understanding of the elements of language(s), demonstrates an understanding of cultures, and develops effective language study skills. ACTFL has established guidelines for proficiency levels that are used as a basis for the Texas essential knowledge and skills for world languages. ACTFL has identified national standards in the Standards for Foreign Language Learning in the 21st Century (the five Cs of foreign language education). These standards describe the "what" (content) of world languages learning and form the core standards based instruction in the world languages classroom. Although languages may vary by campus, more attention is given to those languages currently taught in AISD. In some cases, special discovery courses in Spanish may be offered for students to explore the multiple regions where Spanish is spoken.

DISCOVERING LANGUAGES AND CULTURES (7th)
Grade: 7
Course: 9327.R0000.X/Y
Prerequisite: NONE

WORLD LANGUAGES 1A
Credit: 0.5 high school credit ,World Languages/ Languages Other Than English (LOTE)
Grade: 6-7 (Depending on the Campus)
Prerequisite: NONE
This course introduces the language and facilitates opportunities for students to acquire basic language skills in listening, speaking, reading, and writing across all three modes of communication: interpretive, interpersonal and presentational. Vocabulary acquisition and communication in daily situations are emphasized. Students will also compare cultures and customs. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same World Languages (LOTE) course. By the end of the first year of world language study, students should be able to understand and communicate in the target language using memorized phrases and lists of words, simple sentences and ask/answer questions about familiar topics.

Subject	Course Number
Chinese 1A	2017.RJ0A0.Y
Japanese 1A	2010.RJ0A0.Y
Vietnamese 1A	2111.RJ0A0.Y

WORLD LANGUAGES 1B
Credit: 0.5 high school credit, World Languages/ Languages Other Than English (LOTE)
Grade: 7-8 (Depending on the Campus)
Prerequisite: 1A
This course introduces the language and facilitates opportunities for students to acquire basic language skills in listening, speaking, reading, and writing across all three modes of communication: interpretive, interpersonal and presentational. Vocabulary acquisition and communication in daily situations are emphasized. Students will also compare cultures and customs. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same World Languages (LOTE) course. By the end of the first year of world language study, students should be able to understand and communicate in the target language using memorized phrases and lists of words, simple sentences and ask/answer questions about familiar topics.

Subject	Course Number
Chinese 1B	2017.RJ0B0.Y
Japanese 1B	2010.RJ0B0.Y
Vietnamese 1B	2111.RJ0B0.Y

WORLD LANGUAGES I
Credit: 1 high school credit, World Languages/ Languages Other Than English (LOTE)
Grade: 7-8
Prerequisite: NONE
This course introduces the basic language skills of listening, speaking, reading and writing across all three modes of communication: interpretive, interpersonal, and presentational. Students learn common expressions to communicate about basic, everyday topics and are expected to actively participate in class. By the end of the first year of world language study, students should be able to understand and communicate in the target language using simple sentences and ask/answer questions about familiar topics.

SUBJECT	COURSE NUMBER
ASL I	2018.RJ000.Y
CHINESE I	2017.RJ000.Y
FRENCH I	2012.RJ000.Y
GERMAN I	2013.RJ000.Y
JAPANESE I	2010.RJ000.Y
KOREAN I	2115.RJ000.Y
LATIN I	2014.RJ000.Y
SPANISH I	2015.RJ000.Y
VIETNAMESE I	2111.RJ000.Y

WORLD LANGUAGES II
Credit: 1 high school credit, World Languages/ Languages Other Than English (LOTE)
Grade: 8
Prerequisite: Level I of World Languages or district-approved placement test or ability to show proficiency of the lower level.
This course reviews concepts taught in the previous level and continues with additional structures and vocabulary to increase language proficiency. Essary to communicate in everyday, realistic situations. Students will also expand their knowledge and appreciation of the culture and civilization of the target language. By the end of the second year of world language study, students should be able to communicate using simple sentences and ask/answer questions about familiar topics. Students are able to begin creating original sentences with language.

SUBJECT	COURSE NUMBER	SERVICE ID
ASL II	2028.RJ000.Y	03980200
CHINESE II	2027.RJ000.Y	03490200
FRENCH II	2022.RJ000.Y	03410200

GERMAN II	2023.RJ000.Y	03420200
JAPANESE II	2020.RJ000.Y	03120200
KOREAN II	2125.RJ000.Y	11403000
LATIN II	2024.RJ000.Y	03430200
SPANISH II	2025.RJ000.Y	03440200
VIETNAMESE II	2121.RJ000.Y	03510200

SPANISH LANGUAGE 3A & 3B Dual Language(DL) & non DL
Prerequisite: Successful completion of K-5 DL program and/or proficiency in Spanish.
Level 3A is the first half of Level 3 course of sequential world language instruction designed to develop fundamental language across the interpretive, interpersonal and presentational modes of communication. Culture and civilization of the target language is integrated into all aspects of the course. Students will develop confidence in using the target language to describe familiar topics such as family, hobbies and school life. Students will also use the language to connect with other content areas, make comparisons with their own language and culture, and participate in communities beyond the classroom. Students should perform at novice mid proficiency by the end of the year. Students must complete part A in seventh grade and part B in eighth grade to earn 1.0 high school credit which will satisfy the first year of World Languages (LOTE) requirement in AISD's Foundation High School Program. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course.

	Dual Language			
GRADE LEVEL	COURSE NAME	COURSE NUMBER	LENGTH OF COURSE	CREDIT EARNED
6TH	SPANISH 3A DL	2635.HJADL.Y	YEAR	0.5
7TH	SPANISH 3B DL	2635.HJBDL.Y	YEAR	0.5
8TH	AP SPANISH LANGUAGE AND CULTURE	2545.PJ0DL.Y	YEAR	1.0

AP SPANISH LANGUAGE AND CULTURE DUAL LANGUAGE & non DL
Prerequisite: Spanish, Level III or equivalent proficiency.
The Advanced Placement Program® has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus. The AP Spanish Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

The AP Spanish Language & Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts.

The AP Spanish Language & Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours. In general, these exams are taken at the end of the AP course, although some students may wait until the fifth-year of language study to take the examination.

COURSE NUMBER	SERVICE ID	LENGTH OF COURSE
2545.PJ0DL.Y (DUAL LANGUAGE)	A3440100	YEAR

FINE ARTS
COURSE SELECTIONS



Students in middle school are required to participate in one fine arts course in grades 6, 7 or 8. In Austin ISD, the middle school fine arts course requirement can be satisfied by taking art, band, choir, dance, theater, guitar, orchestra, and piano, if applicable. The fine arts requirement can be met with either a semester or a yearlong course. All courses offered in this section meet the state fine arts requirement.

VISUAL ARTS ELECTIVES

ART MS 1, Beginning
Grade: 6-8
Course: 5001.R0000.Y
PEIMS: #03154110
Prerequisite: NONE
This course emphasizes fostering a deep awareness and sensitivity to both natural and constructed environments by exploring and applying the elements and principles of art. Students will engage in creative expression through various mediums—drawing, painting, printmaking, ceramics, photographic imagery, digital art and media, and fiber art—encouraging innovative and imaginative use of materials and techniques. Additionally, the course delves into the role of art within cultural heritage, examines potential career paths in the arts, and cultivates visual discrimination and critical judgment in assessing both peer and renowned artists' works. Students are expected to develop a portfolio. Note that a course fee is determined by the campus.

ART MS 2, Intermediate
Grade: 7-8
Course: 5002.R0000.Y
PEIMS: #03154210
Prerequisite: Art MS 1
This course builds on the foundational topics covered in the MS 1 beginning art class, aiming to enhance awareness and sensitivity toward both natural and man-made environments. Students will explore and apply art elements and principles while engaging in imaginative expression through various materials and techniques, including drawing, painting, printmaking,ceramics, photographic imagery, digital art and media, and fiber art. The course also emphasizes the significance of art within cultural heritage, explores potential careers in the arts, and fosters visual discrimination and critical judgment in evaluating both peer artwork and that of established artists. Students are expected to develop a portfolio that demonstrates progress. A course fee is determined by the campus.

ART MS 3, Advanced
Grade: 8
Course: 5003.R0000.Y
PEIMS: #03154310
Prerequisite: Art MS 2
This course blends theoretical instruction on the elements and principles of art with hands-on studio activities that invite students to explore concepts such as line, color, value, texture, shape, form, and space. Participants will apply principles like unity, emphasis, balance, variety, harmony, and proportion while engaging in creative expression across various mediums, including design, drawing, painting, printmaking, sculpture, ceramics, photography, digital art and media, and fiber art. Additionally, students will enhance their understanding of art history, cultivate an appreciation for diverse artistic expressions, and develop skills for critically evaluating both their peers' works and those of renowned artists, honing their aesthetic judgment along the way. A course fee is determined by the campus.

INSTRUMENTAL MUSIC ELECTIVES

BAND MS 1
Grade: 6-8
Course: 5031.R0000.Y
R1000.Y (Tuba), R1100.Y (Percussion), R2000.Y (Saxophone), R3000.Y (Trombone), R4000.Y (Baritone/Tuba), R5000.Y (Flute), R6000.Y (Double Reed), R7000.Y (Clarinet), R8000.Y (Horn), R9000.Y (Trumpet)
PEIMS: #03154130
Prerequisite: NONE
Band MS 1 is a full-year elective for students taking band for the first time in middle school, no previous musical experience is necessary. This class is available to any student interested in learning to play a band instrument for the first time. Placement on an instrument is based on physical characteristics, student preference, director recommendation, and availability. Austin ISD band directors guide students in selecting the instrument for which they are suited. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to prepare for concerts. Participation in concerts is required.

BAND MS 2
Grade: 7-8
Course: 5032.R0000.Y
R1000.Y (Tuba), R1100.Y (Percussion), R2000.Y (Saxophone), R3000.Y (Trombone), R4000.Y (Baritone/Tuba), R5000.Y (Flute), R6000.Y (Double Reed), R7000.Y (Clarinet), R8000.Y (Horn), R9000.Y (Trumpet)
PEIMS: #03154230
Prerequisite: Band MS 1, Director's approval required for placement in all levels.
Band students in their second year in middle school band enroll in MS 2 and are placed by audition into ability-based bands. Other factors that can affect band placement are experience, attitude/behavior, and director recommendation. MS 2 band students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and Individualized instruction is provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

BAND MS 3
Grade: 8
Course: 5033.R0000.Y
R1000.Y (Tuba), R1100.Y (Percussion), R2000.Y (Saxophone), R3000.Y (Trombone), R4000.Y (Baritone/Tuba), R5000.Y (Flute), R6000.Y (Double Reed), R7000.Y (Clarinet), R8000.Y (Horn), R9000.Y (Trumpet)
PEIMS: #03154330
Prerequisite: Band MS 2, Director's approval required for placement in all levels.
Band students in their third year in middle school band enroll in MS 3 and are placed by audition into ability-based bands. Other factors that can affect band placement are experience, attitude/behavior, and director recommendation. MS 3 band students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

ORCHESTRA MS 1
Grade: 6-8
Course: 5051.R0000.Y
PEIMS: #03154132
Prerequisite: NONE
Orchestra MS 1 is a full-year elective for students taking orchestra for the first time in middle school, no previous musical experience is necessary. This class is available to any student interested in learning to play an orchestra instrument for the first time. Placement on an instrument is based on physical characteristics, student preference, director recommendation, and availability. Austin ISD orchestra directors guide students in selecting the instrument for which they are suited. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to prepare for concerts. Participation in concerts is required.

ORCHESTRA MS 2
Grade: 7-8
Course: 5052.R0000.Y
PEIMS: #03154232
Prerequisite: Orchestra MS 1, Director's approval required for placement in all levels.
Orchestra students in their second year in middle school orchestra enroll in MS 2 and are placed by audition into ability-based orchestras. Other factors that can affect orchestra placement are experience, attitude/behavior, and director recommendation. MS 2 Orchestra students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

ORCHESTRA MS 3
Grade: 8
Course: 5053.R0000.Y
PEIMS: #03154130
Prerequisite: Orchestra MS 2, Director's approval required for placement in all levels.
Orchestra students in their third year in middle school orchestra enroll in MS 2 and are placed by audition into ability-based orchestras. Other factors that can affect orchestra placement are experience, attitude/behavior, and director recommendation. MS 3 Orchestra students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

GUITAR MS 1
Grade: 6-8
Course: 5061.R0000.Y
PEIMS: #03154132
Prerequisite: Director's approval required for placement in all levels.
Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more advanced guitar section as scheduling permits. Out-of-school rehearsals and performances are required.

GUITAR MS 2
Grade: 7-8
Course: 5062.R0000.Y
PEIMS: #03154132
Prerequisite: Guitar MS 1, Director's approval required for placement in all levels.
Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more-Advanced Guitar as scheduling permits. Out-of-school rehearsals and performances are required.

GUITAR MS 3
Grade: 8
Course: 5063.R0000.Y
PEIMS: #03154132
Prerequisite: Guitar MS 1 and Guitar MS 2, Director's approval required for placement in all levels.

Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more-Advanced Guitar as scheduling permits. Out-of-school rehearsals and performances are required.

PIANO MS 1
Grade: 6-8
Course: 5091.R0000.Y
PEIMS: #03154132
Prerequisite: Director's approval required for placement in all levels.
This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.

PIANO MS 2
Grade: 7-8
Course: 5092.R0000.Y
PEIMS: #03154132
Prerequisite: Piano MS 1, Director's approval required for placement in all levels.
This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.

PIANO MS 3
Grade: 8
Course: 5093.R0000.Y
PEIMS: #03154132
Prerequisite: Piano MS 1 and Piano MS 2, Director's approval required for placement in all levels.
This is a performance-oriented course where students learn how to play the piano. Musicianship is developed by reading music, piano technique, and music listening. Out-of-school rehearsals and public performances are required.

CHORAL MUSIC ELECTIVES

CHOIR MS 1
Grade: 6-8
Course: 5041.R000B.Y (Boys), R000G.Y (Girls)
PEIMS: #03154131
Prerequisite: NONE
Choir MS 1 is open to all students interested in singing and provides students with basic training in vocal production, general musicianship, and choral performance. Music fundamentals are taught to enable the student to recognize and apply musical signs, symbols, and terms. Sight singing skills are taught using Curwen hand signs. As part of a balanced music curriculum, students are placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Various performance opportunities are available throughout the year. Participation in concerts is required and may require some extra rehearsals before or after school.

CHOIR MS 2
Grade: 7-8
Course: 5042.R000B.Y (Boys), R000G.Y (Girls)
PEIMS: #03154231
Prerequisite: Choir MS 1
Choir MS 2 expands fundamentals through poise, self-confidence, performance, artistic expression, and competition. Leadership, responsibility, self-discipline, and cooperation are stressed. As part of a balanced music curriculum, students are placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Sight-singing skills are further developed through two and three-part harmonization. Students inChoir MS 2 have the opportunity to participate in All-Region, UIL, Solo and Ensemble contests, and various music festivals and concerts. Participation in concerts is required and may require some extra rehearsals before or after school.

CHOIR MS 3
Grade: 8
Course: 5043.R000B.Y (Boys), R000G.Y (Girls)
PEIMS: #03154332
Prerequisite: Choir MS 2
Choir MS 3 emphasis is placed on developing a mature singing voice using three and four-part harmony. Vocal and ensemble techniques are reinforced. Leadership, responsibility, self-discipline, and cooperation are stressed. As part of a balanced music curriculum, students are placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Sight-singing skills are further developed through two, three, and four-part harmonization. Students in Choir MS 3 have the opportunity to participate in All-Region, UIL, Solo and Ensemble contests, and various music festivals and concerts. Participation in concerts is required and may require some extra rehearsals before or after school.

INSTRUMENTAL/VOCAL ENSEMBLE ELECTIVES

ENSEMBLE MS 2
Grade: 7-8
Course: 5072.R0000.X/5072.R0000.Y
R1000 (Band), R2000 (Orchestra/harp/violin/viola/cello/bass), R3000 (Guitar), R4000 (Piano), R5000 (Steel drum), R6000 (Jazz), R7000 (Mariachi), R8000 (Percussion), R9000 (Choir)
PEIMS: #03154235
Prerequisite: Any middle school music 1 course, Director's approval required for placement in all levels. An instrumental or vocal music ensemble of varying size is designed to promote the performance technique of stage band, folk, rock, jazz, Caribbean, and other

popular musical genres. Students must be enrolled in a regular band, choir, or orchestra class to participate in any specialized instrumental or vocal ensemble. Out-of-school rehearsals and performances are required.

ENSEMBLE MS 3
Grade: 8
Course: 5073.R0000.X/5073.R0000.Y
R1000 (Band), R2000 (Orchestra/harp/violin/viola/cello/bass), R3000 (Guitar), R4000 (Piano), R5000 (Steel drum), R6000 (Jazz), R7000 (Mariachi), R8000 (Percussion), R9000 (Choir)
PEIMS: #03154235
Prerequisite: Ensemble MS 2
An instrumental or vocal music ensemble of varying size is designed to promote the performance technique of stage band, folk, rock, jazz, Caribbean, and other popular musical idioms genres. Students must be enrolled in a regular band, choir, or orchestra class to participate in any specialized instrumental or vocal ensemble. Out-of-school rehearsals and performances are required.

MARIACHI MS 1
Grade: 7-8
Course: 5082.R0000.X/5082.R0000.Y
PEIMS: #03154235
Prerequisite: Director's approval required for placement in all levels—student should have completed a music level 1 course in Choir, Guitar, Band, or Orchestra.
An instrumental and vocal music ensemble designed to promote mariachi performance techniques. Students must have completed a middle school 1 course in band, choir, guitar, or orchestra before enrolling in Mariachi 2. Out-of-school rehearsals and performances are required.

MARIACHI MS 2
Grade: 8
Course: 5083.R0000.X/5083.R0000.Y
PEIMS: #03154333
Prerequisite: Mariachi MS 2
An instrumental and vocal music ensemble designed to promote mariachi performance techniques. Students must have completed a middle school 1 course in band, choir, guitar, or orchestra before enrolling in Mariachi 2. Out-of-school rehearsals and performances are required

DANCE ELECTIVES

DANCE MS 1
Grade: 6-8
Course: 5021.R0000.X/5021.R0000.Y
PEIMS: #03154131
Prerequisite: NONE
Students in their first year of dance in middle school enroll in Dance MS 1. The purpose of this class is to introduce students to dance, as well as basic choreography. The history of selected dance forms will be explored, and students will spend the majority of class time experiencing these dance forms through movement and performance. Students may be required to take Dance Wellness or Functional Dance opposite this course. This course is NOT a prerequisite for the dance team.

DANCE MS 2
Grade: 7-8
Course: 5022.R0000.X/5022.R0000.Y
PEIMS: #03154231
Prerequisite: Dance MS 1
Dance students in their second year of dance in middle school enroll in Dance MS 2. These courses are full year courses designed to educate students in the art form of dance, as well as prepare them to live healthy lifestyles and be prepared for success at higher levels of dance instruction. Dance instruction includes but is not limited to the styles of ballet, modern, jazz, lyrical, hip hop, choreography and production. The students will learn correct terminology and the history behind each style of dance. In addition, students will learn and perform a routine for each style of dance in class and may have the opportunity to give public performances. Additionally, students may have the opportunity to create and choreograph their own routines.

DANCE MS 3
Grade: 8
Course: 5023.R0000.X/5023.R0000.Y
PEIMS: #03154332
Prerequisite: Dance MS 2
Dance students in their third year of dance in middle school enroll in Dance MS 3. These courses are full year courses designed to educate students in the art form of dance, as well as prepare them to live healthy lifestyles and be prepared for success at higher levels of dance instruction. Dance instruction includes but is not limited to the styles of ballet, modern, jazz, lyrical, hip hop, choreography and production. The students will learn correct terminology and the history behind each style of dance. In addition, students will learn and perform a routine for each style of dance in class and may have the opportunity to give public performances. Additionally, students may have the opportunity to create and choreograph their own routines.

THEATRE ELECTIVES

THEATRE MS 1
Grade: 6-8

Course: 5011.R0000.Y
PEIMS: #03154140
Prerequisite: NONE
Theatre MS 1 is an introductory course for students taking theatre for the first time in middle school, and no previous experience is necessary. Theatre MS 1 meets daily and is available to any student interested in exploring theatre as an elective. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to perform and prepare for performances. Students will have opportunities to develop their performance skills through a variety of in-class and outside of class performances, as well as improve their public speaking skills..

THEATRE MS 2
Grade: 7-8
Course: 5012.R0000.Y
PEIMS: #03154240
Prerequisite: Theatre MS 1
Theatre students in their second year of theatre in middle school enroll in Theatre MS 2. These courses build upon the fundamental knowledge of drama and theatre arts and offer a more in-depth curriculum. Students will have opportunities to explore career possibilities in theatre and continued participation in high school theatre courses. In addition to technical projects and acting opportunities, activities may include field trips and guided preparation for high school theatre auditions.

THEATRE MS 3
Grade: 8
Course: 5013.R0000.Y
PEIMS: #03154340
Prerequisite: Theatre MS 2
Theatre students in their third year of theatre in middle school enroll in Theatre MS 3. These courses build upon the fundamental knowledge of drama and theatre arts and offer a more in-depth curriculum. Students will have opportunities to explore career possibilities in theatre and continued participation in high school theatre courses. In addition to technical projects and acting opportunities, activities may include field trips and guided preparation for high school theatre auditions.

HEALTH/PHYSICAL EDUCATION

COURSE SELECTIONS

FUNCTIONAL FITNESS (6th Grade Only)
Grade: 6
Course: 7006.R0000.X (6th: semester)
7006.V0000.X Modified
7006.W0000.X Adapted
*7006.D0000.X Dual Language
Prerequisite: None. Functional Fitness is a course designed to introduce students to a variety of fitness activities. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in activities using sandbells, resistance bands, stability balls, as well as cardio games and activities, Pilates, plyometrics, and Tabata workouts, DOT drills and dynamic and static stretching. This course covers some of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

6th GRADE Physical Education
Grade: 6
Course: 7016.R0000.X (semester), 7016.V0000.X Modified (semester), 7016.W0000.X Adapted (semester), *7006.D0000.X Dual Language
Prerequisite: *Participation in a dual language program and/or Spanish proficiency
Students in 6th grade physical education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention while participating in flag football, volleyball, tennis, basketball, track and field, soccer, and jump rope activities. The goal of 6th Grade PE is to provide students with the exposure to a variety of team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the sixth-grade PE TEKS and most of the sixth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

7th GRADE Physical Education
Grade: 7
Course: 7017.R0000.X (semester), 7017.V0000.X Modified (semester), 7017.W0000.X Adapted (semester), *7006.D0000.X Dual Language
Prerequisite: *Participation in a dual language program and/or Spanish proficiency
Students in 7th grade physical education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in bowling, ultimate, circuit training, floorball, disc golf, and softball. The goal of 7th Grade PE is to provide students with exposure to a variety of individual sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the seventh-grade PE TEKS and most of the seventh/eighth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

8th GRADE Physical Education
Grade: 8
Course: 7018.R0000.X (semester), 7018.V0000.X Modified (semester), 7018.W0000.X Adapted (semester), *7006.D0000.X dual language
Prerequisite: *Participation in a dual language program and/or Spanish proficiency
Students in 8th grade physical education will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self-esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management while participating in team handball, volleyball, weight training, basketball, golf, badminton, and lacrosse. The goal of 8th Grade PE is to provide students with the exposure to a variety of individual and team sport-related physical activities to better prepare them for a physically active lifestyle. This course covers most of the eighth-grade PE TEKS and most of the seventh/eighth-grade health education TEKS.

*This course is designed for students participating in the dual language program and is taught in Spanish This course is not offered at every dual language campus, please check with your school's office about availability.

PHYSICAL EDUCATION SUBSTITUTION COURSES

Physical education substitutions allow a student to use approved physical activities to meet the physical education requirements for middle school.

There are four types of physical education substitutes for middle school:

- Athletics courses
- Dance courses
- National Middle School Cadet Corps (NMSCC)
- Off-campus Physical Education Equivalent Program (Category 2 only)

ATHLETICS COURSES

Grade: 7-8

Course: 7037.R1000.X (7th; semester), 7038.R1000.X (8th; semester)

Prerequisite: Approval by the athletic coach

Students will participate in athletic activities during this class, which can be substituted for a physical education credit.

FUNCTIONAL DANCE (6th grade Fall)
Grade: 6
Course: 7020.R0000.X
Prerequisite: NONE
Functional Dance is a course designed for students to improve all aspects of individual fitness using sandbells, resistance bands, stability balls, as well as cardio games and activities, Pilates, plyometrics, and Tabata workouts, DOT drills and dynamic and static stretching to increase cardiovascular endurance, muscular strength and endurance, and flexibility. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health-related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention. Students will explore movement principles associated with the elements of dance, ballet, improvisation skills, and choreographic processes in cooperative groups. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required. This class may be paired with Dance Wellness 1 to complete one full year of PE credit for sixth grade.

DANCE WELLNESS 1 (6th grade)
Grade: 6
Course: 7021.R0000.X
Prerequisite: Functional Dance
Dance Wellness 1 is designed for students to develop self-discipline and healthy bodies that move more expressively, efficiently, and safely. Students will continue to learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, health related fitness, skill-related fitness, nutrition, substance abuse, stress management, peer pressure, conflict resolution, and bullying prevention. Students will demonstrate movement principles, historical and cultural relevance, and evaluation techniques associated with the elements of dance, social dance, ballet, jazz, world dance, hip hop, tap, and choreographic processes working cooperatively in small groups. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required.

DANCE WELLNESS 2 (7th grade)
Grade: 7
Course: 7022.R0000.X
Prerequisite: Must be a seventh-grade student and have taken Dance 1 or Dance Wellness 1 or Functional Dance.
Dance Wellness 2 is designed for students to demonstrate, create, and evaluate dance movement elements associated with the elements of dance, ballet, jazz, modern, hip hop, tap, and choreographic processes in cooperative groups or individually. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required.

DANCE WELLNESS 3 (8th grade)
Grade: 8
Course: 7022.R0000.X
Prerequisite: Must be an eighth-grade student and have taken Dance 1, Dance 2, Dance Wellness 1, Dance Wellness 2 or Functional Dance.
Dance Wellness 3 is designed for students to demonstrate, create, and evaluate dance movement elements associated with the elements of dance, ballet, jazz, modern, hip hop, tap, and choreographic processes in cooperative groups or individually. Students will learn to care for their personal health by studying basic health information such as hands-only CPR, hygiene, nutrition, substance abuse, stress management, self esteem, body image, conflict resolution, sportsmanship, sleep, rest and time management. Students may have the opportunity to perform in a public performance setting. Out-of-school rehearsals and performances may be required.

NATIONAL MIDDLE SCHOOL CADET CORPS (NMSCC)
Grade: 6-8
Course: 7056.R0000.X (6th; semester), 7057.R0000.X (7th; semester), 7058.R0000.X (8th; semester) **Prerequisite:** Director approval
The NMSCC program is designed to introduce middle school students to responsible leadership roles while serving as a bridge facilitating a smooth transition into high school. With the focus on leadership and responsibility the program establishes the expectations and framework to improve student behavior, instill personal discipline, communications skills, promote character development, curb gang activity, reduce drop outs, establish positive peer role-models and promote teamwork among the cadets and the student body.

OffCampus Physical Education Equivalent (OCPE)

Grade: 7-8
The purpose of the Off Campus P.E. program (OCPE program) is to support students who are making a serious effort to develop higher-level skills in a specific activity that exceeds what the school district can offer through the general physical education program. These might include: Activities that are not usually in general PE (Category 2) and/or activities that are at a National and Olympic level (Category 1).

The OCPE Program is a partnership between Austin Independent School District and approved off-campus agencies that provide various physical activities. Visit the AISD PE website at https://www.austinisd.org/pe-health/pe/ocpe for a current list of AISD OCPE approved agencies. Students are expected to be physically educated, along with being physically active.

Students are expected to show accountability of skill development, health, fitness and social development (TEKS) through participation in their selected activity. TEKS based health topics, assignments, and exams have been developed by AISD and provided to approved agencies for use each week. Attendance is critical to successfully complete the OCPE program and receive PE credit. Agencies must provide an indoor location to allow students to meet the required hours per week in the event of inclement weather. If at any point during the semester a student does not meet at least 90% of the required number of hours, they will be removed from the OCPE program and not receive PE credit.

OCPE Category 1 (national level; rare) •available to students (grades 7-8) • Students must hold a national or olympic level ranking in their sport • Students must attend the agency 15 hours per week • Category 1 qualifies a student to receive an off-period from school that is equivalent to one class period in place of PE • Students can take category 1 OCPE beyond the PE graduation requirement of 1 credit, with up to 3 additional credits counting as state elective credits • If a Category 1 student will miss school due to a competition for OCPE, the Agency will provide written notification to the OCPE Specialist two weeks prior to the competition. The OCPE Specialist will then notify the student's campus. • Game days and competitions do not count toward the required 15 hours per week

OCPE Category 2 (recreational level; most common) • Category 2 is available to all students in grades 7-8 • Students must attend the agency 5 hours per week • Category 2 students do not receive an off-period • Students cannot take category 2 OCPE beyond the PE requirement for their grade level ○ 1 semester in 7th grade (.5 requirement) ○ 1 semester in 8th grade (.5 requirement) • Game days and competitions do not count toward the required 5 hours per week

- The Offcampus Physical Education equivalent program is an athletic/training program that students may participate in using a commercial or private agency approved by the district.
- Program packets may be obtained on the Off Campus PE page on the AISD website.
- Students may only choose agencies that are listed on the "Austin ISD Approved Agency" list on the AISD website. Completed packets must be emailed to the PE department (OCPE@austinisd.org) or delivered to the AISD Administration Building by designated dates on the OCPE website.
- The Offcampus Physical Education equivalent program course must be scheduled through your counselor and will be noted on the student's report card.
- Students must complete written assignments given by the agency for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written assignments; it will then be factored into the students' grade.
- AISD is not responsible for providing transportation to the approved agencies.

OCPE CATEGORY 1:
Grade: 7-8
Prerequisite: Approved application by district physical education coordinator and campus counselor.
Any athletic/training program that is of higher level than the district can provide. The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74. The student must train for 15 or more hours per week during the school semester. The student is also eligible to miss one school period. The student must not miss any class other than a scheduled physical education class (usually first or last period of the day). The student must be training for some type of state, national, or professional ranking, or for Olympic competition.

TIME TAKEN	COURSE NUMBER	PEIMS
1st time taken	6011.R110.X	PES00008
2nd time taken	6011.R120.X	PES00008

OCPE CATEGORY 2
Grade: 7-8
Course: 7047.R0000.X (7th; semester), 7048.R0000.X (8th; semester)
Prerequisite: Approved application by district physical education coordinator and campus counselor.
The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74. The student is required to participate at least 5 hours per week during the school semester. Students certified to participate at this level will not be dismissed from any part of the regular school day.

HEALTH COURSES

MIDDLE SCHOOL HEALTH EDUCATION
Grade: 7-8
Course: 7019.R0000.X/Y
PEIMS: #03813000
Prerequisite: NONE

This course is for those students interested in spending more time with the concepts of living a healthy life and would be in addition to the requiredHealth 1 course for graduation. This course addresses health concepts described in the Texas Essential Knowledge and Skills for Health, Grades 7-8. The topics covered include: physical health and hygiene; mental health and wellness; eating healthy and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drug use prevention. Students will learn both the information needed to understand the concepts and the skills needed to make decisions about their health now and in the future.

HEALTH 1
Credit: 0.5 (High School Health Credit)
Grade: 8

Course: 6000.RJ000.X
PEIMS: 03810100
Recommended Prerequisite: Middle School Health Education in 7th Grade

This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including: physical health and hygiene; mental health and wellness; eating healthy and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health (opt-in only). Students will learn both the information needed to understand the concepts and the skills needed to make decisions about their health now and in the future. This course covers the high school level health TEKS and therefore students who complete the course will earn 0.5 credit toward their graduation.

SPECIALIZED MIDDLE SCHOOL PROGRAMS



AVID
(Advancement Via Individual Determination)

AVID stands for Advancement Via Individual Determination, and our mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Austin ISD implements AVID at elementary and secondary campuses that choose to participate. Middle School AVID students are expected to take rigorous courses, notably high school level courses and even Advanced Placement courses such as AP Spanish. Students also participate in Socratic tutorial groups, practice college readiness skills rich in writing, inquiry, collaboration, organization, and reading, as well as executive functioning skills, such as time management, goal setting and goal-reflecting. AVID students will explore college and career options and college visits.

At the secondary level, students who participate in the AVID Elective must follow the campus's selection process, which often includes an application and interview. The profile of an AVID student is a student possessing "Independent Determination" towards college and career success, a GPA of 2.0-3.5., often "Meets Grade Level" on the ELA portion of the STAAR exam. Special considerations will be made for one or more of the following criteria: 1) will be first generation to graduate from college 2) receive free or reduced lunch 3) are historically underserved in 4 year universities 4) other special circumstances. Contact your campus's AVID Coordinator for more information.

AVID Prep Skills 6 - 8

Grade: 6-8

Course: 9217.R0000.Y (AVID Prep Skills 6), 9218.R0000.Y (AVID Prep Skills 7), 9219.R0000.Y (AVID Prep Skills 8)

Prerequisite: New AVID students are required to meet the campus's approval process. These are students who have the desire to attend college and are capable of completing rigorous courses, but are not meeting their full potential and would benefit from AVID Elective support for college and career readiness. Typically, AVID Elective students are underserved students in secondary institutions. Middle School AVID places these students in rigorous, high school bearing credit and even Advanced Placement® courses such as AP Spanish.

The AVID class addresses key elements in college preparation: rigorous academic preparedness, opportunity knowledge, and student agency. Students achieve this through AVID's Core Strategies such as AVID Tutorials/ Collaborative Study Groups, Socratic seminars (dialogue)/ philosophical chairs (debate), notetaking, and organization of time and materials. Students also prepare for college entrance examinations, including the PSAT and TSIA-2.

AVID Prep Skills Dual Language 6 - 8

Grade: 6-8

Course: 9217.D0000.Y (AVID Prep Skills Dual Language 6), 9218.D0000.Y (AVID Prep Skills Dual Language 7), 9219.D0000.Y (AVID Prep Skills Dual Language 8)

Prerequisite: New AVID students are required to meet the campus's approval process. These are students who have the desire to attend college and are capable of completing rigorous courses but are not meeting their full potential and would benefit from AVID Elective support for college and career readiness. Typically, AVID Elective students are underserved students in secondary institutions. AVID places these students in high school credit bearing and Advanced Placement® courses. Participation in a Dual Language Program and/or Spanish proficiency.

The AVID class addresses key elements in college preparation: rigorous academic preparedness, opportunity knowledge, and student agency. Students achieve this through AVID's core strategies such as AVID tutorials/ collaborative study groups, Socratic Seminars (dialogue)/ philosophical chairs (debate), note taking, and organization of time and materials. Students also prepare for college entrance examinations, including the PSAT and TSIA-2. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

AVID Prep EXCEL 6 - 8

Grade: 6-8

Course: 9217.R1000.Y (AVID Prep 6 Excel), 9218.R1000.Y (AVID Prep 7 Excel), 9219.R1000.Y (AVID Prep 8 Excel)

Prerequisite: New AVID Excel students are required to meet the campus's selection process which targets emergent multilingual students (long-term English language learners) who score at the mid to upper range on the Texas English Language Proficiency Exam(TELPAS). These students also indicate a desire to go to college and achieve success. Although many of these students were born in the United States, they still carry the English Language Learner (ELL) designation and frequently need support to progress through the proficiency levels and reach their academic potential.

The AVID Excel class addresses key elements in college preparation: rigorous academic preparedness, opportunity knowledge, and student agency. Students achieve this through six consistent learning strands - reading, writing, oral language, academic vocabulary, study skills, and self-determination and leadership.

CAREER AND TECHNICAL EDUCATION
COURSE SELECTIONS
ELECTIVE COURSES AVAILABLE FOR SIXTH GRADE STUDENTS

CAREER DISCOVERY
Grade: 6
Course: 9670.R(X), 9670.R(Y)
Prerequisite: NONE

The Career Discovery course is designed to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Career and technical education instruction provides students a chance to explore all career clusters in order to determine a Program of Study for High School.

ELECTIVE COURSES AVAILABLE FOR SEVENTH AND EIGHTH GRADE STUDENTS

Availability of courses may vary by campus

CAREER AND COLLEGE EXPLORATION
Grade: 7
Course: 8050.R(Y)
PEIMS: #12700110
Prerequisite: NONE
The Career and College Exploration course is designed as an introductory Career and Technical Education course. As part of the career development requirements for Texas students, the course intends to help students discover their individual interests and skills and the career pathways that best fit their abilities. Career and College Exploration is an early step on each student's journey toward selecting and pursuing a satisfying and rewarding career. Students learn about themselves through aptitude and interest inventory assessments. Students will review the Texas CTE Career Clusters to investigate a range of career paths and discover the education and training required to pursue their career goals.

TOUCH SYSTEM DATA ENTRY
Credit: .5, high school elective credit)
Grade: 7-8
Course: 8601.RJ(X)
PEIMS: #13011300
Prerequisite: NONE
Touch System Data Entry is designed to help students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry skills for production of business documents.

PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES
Credit: 1 , high school elective credit
Grade: 7-8
Course: 8300.RJ(Y)
PEIMS: #13000200
Prerequisite: NONE
Principles of Agriculture, Food, and Natural Resources is designed to allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations pertaining to the
Agriculture, Food, and Natural Resources Career Cluster.

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS
Credit: 1 , high school elective credit
Grade: 7-8
Course: 8500.RJ(Y)
PEIMS: #13008200
Prerequisite: NONE
Principles of Arts, Audio/Video Technology, and Communications is designed to provide students an opportunity to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. This course allows students to develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.
Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

PROFESSIONAL COMMUNICATIONS
Credit: .5, high school elective credit
Grade: 7-8
Course: 8502.RJ(X)
PEIMS: #13009900
Prerequisite: NONE
Professional Communications is designed for students to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication.

PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
Credit: 1, high school elective credit
Grade: 7-8
Course: 8600.RJ(Y)
PEIMS: #13011200
Prerequisite: NONE
Principles of Business, Marketing, and Finance is designed for students to gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the

sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

FOUNDATIONS OF BUSINESS COMMUNICATION AND TECHNOLOGIES
Credit: 1, high school elective credit
Grade: 8
Course: 8610.RJ(Y)
PEIMS: #13011400
Prerequisite: NONE
In Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

PRINCIPLES OF EDUCATION AND TRAINING
Credit: 1, high school elective credit
Grade: 7-8
Course: 8640.RJ(Y)
PEIMS: #13014200
Prerequisite: NONE
Principles of Education and Training is designed to allow students to explore various careers available within the Education and Training Career Cluster. By using self-knowledge as it relates to educational and career information, students will analyze various careers within the Education and Training Career Cluster and develop a graduation plan that leads to a specific career choice in the student's interest area.

PRINCIPLES OF HUMAN SERVICES
Credit: 1, high school elective credit
Grade: 7-8
Course: 8700.RJ(Y)
PEIMS: #13024200
Prerequisite: NONE
Principles of Human Services is designed to be a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

LIFETIME WELLNESS AND NUTRITION
Credit: .5, high school elective credit
Grade: 7-8
Course: 8703.RJ(X)
PEIMS: #13024500
Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science. Lifetime Nutrition and Wellness is designed to be a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

PRINCIPLES OF INFORMATION TECHNOLOGY
Credit: 1, high school elective credit
Grade: 7-8
Course: 8800.RJ(Y)
PEIMS: #13027200
Prerequisite: NONE
The Principles of Information Technology course allows the development of a student's computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.

FUNDAMENTALS OF COMPUTER SCIENCE
Credit: 1, high school elective credit
Grade: 7-8
Course: 7000.RJ(Y)
PEIMS: #03580140
Prerequisite: NONE
Fundamentals of Computer Science is designed to allow students to discover the background behind what makes our technology work. Basic programming skills will be acquired for a foundation that leads to a vast understanding of Computer Science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.

WEB COMMUNICATIONS
Credit: .5, high school elective credit
Grade: 8

Course: 7012.RJ(X)
PEIMS: #03580810
Prerequisite: NONE
The Web Communications course is designed to help students acquire knowledge of web communications and technological operations and concepts. This is an exploratory course in web communications. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

FOUNDATIONS OF CYBERSECURITY
Credit: 1, high school elective credit
Grade: 8
Course: 7015.RJ(Y)
PEIMS: #03580850
Prerequisite: NONE
Foundations of Cybersecurity course is designed to allow students to develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity.

PRINCIPLES OF MANUFACTURING
Credit: 1, high school elective credit
Grade: 7-8
Course: 8630.RJ(Y)
PEIMS: #13032200
Recommended Prerequisite: Algebra I or Geometry
Principles of Manufacturing is designed so students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

PRINCIPLES OF APPLIED ENGINEERING
Credit: 1, high school elective credit
Grade: 7-8
Course: 8716.RJ(Y)
PEIMS: #13036200
Prerequisite: NONE
Principles of Applied Engineering is designed to allow students to be introduced to key concepts and skills in engineering design. Students explore the engineering design process using relevant hardware and software to complete hands-on and group projects in a variety of areas. Subjects may include robotics, electronics, mechanical design, computer-aided drafting (CAD), and career opportunities.

PRINCIPLES OF TRANSPORTATION SYSTEMS
Credit: 1, high school elective credit
Grade: 7-8
Course: 8900.RJ(Y)
PEIMS: #13039250
Prerequisite: NONE
Principles of Transportation Systems is designed to help students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY
Credit: 1 , high school elective credit
Grade: 7-8
Course: 8830.RJ(Y)
PEIMS: #13029200
Prerequisite: NONE
Principles of Law, Public Safety, Corrections, and Security is designed to introduce students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire safety, security, and corrections.

PRINCIPLES OF BIOSCIENCES
Credit: 1, high school elective credit
Grade: 7-8
Course: 8717.RJ(Y)
PEIMS: #13036300
Prerequisite: NONE
Principles of Biosciences is designed to reinforce Biology content and provide an overview of biotechnology, bioengineering, and

related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students will further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

PRINCIPLES OF HOSPITALITY AND TOURISM
Credit: 1, high school elective credit
Grade: 7-8
Course: 8413.RJ(Y)
PEIMS: #13022200
Prerequisite: NONE
Principles of Hospitality and Tourism is designed to encompass lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food and beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

GENERAL EMPLOYABILITY SKILLS
Credit: 1, high school elective credit
Grade: 7-8
Course: 8002.RJ000.Y
PEIMS: #N1270153
Prerequisite: NONE
General Employability Skills is designed to provide students with the prerequisite skills for general employment. Employability skills are the skills and attitudes that allow employees to work well with their co-workers, make important
work-related decisions and become strong members of the work team.

DIGITAL MEDIA
Credit: 1, high school elective credit
Grade: 8
Course: 8807.RJ(Y)
PEIMS: #13027800
Prerequisite: NONE
Digital Media is designed to help students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and thinking and apply them to the IT environment.

DIGITAL COMMUNICATIONS IN THE 21ST CENTURY
Credit: 1, high school elective credit
Grade: 7-8
Course: 7009.RJ(Y)
PEIMS: #03580610
Prerequisite: NONE
Digital Communications in the 21st Century is designed to prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will design and present an effective product based on well-researched issues to thoughtfully propose suggested solutions to authoritative stakeholders.This will provide students with an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communications and collaborative communities and appropriately share their voices to affect change that concerns their future.

INTRODUCTION TO CULINARY ARTS
Credit: 1, high school elective credit
Grade: 8
Course: 8414.RJ(Y)
PEIMS: #13022550
Recommended Prerequisite: Principles of Hospitality and Tourism
Introduction to Culinary Arts is designed to emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into kitchen safety, food production skills, various levels of industry management and hospitality. This course is offered as a classroom and laboratory-based course.

INTERPERSONAL STUDIES
Credit: 0.5, high school elective credit
Grade: 7
Course: 8702.RJ(X)
PEIMS: #13024400
Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training
Interpersonal Studies is designed to examine how the relationships between individuals and among family members significantly affect the quality of life. Students will learn to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles and pursue careers related to counseling and mental health services.

ROBOTICS I
Credit: 1 ,high school elective credit
Grade: 8
Course: 8715.RJ(Y)
PEIMS: #13037000
Recommended Prerequisite: Principles of Applied Engineering
Robotics I is designed to allow students to transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

PRINCIPLES OF DISTRIBUTION AND LOGISTICS
Credit: 1 ,high school elective credit
Grade: 7-8
Course: 8905.RJ(Y)
PEIMS: #13039260
Prerequisite: Principles of Applied Engineering
The Principles of Distribution and Logistics course allows students to gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

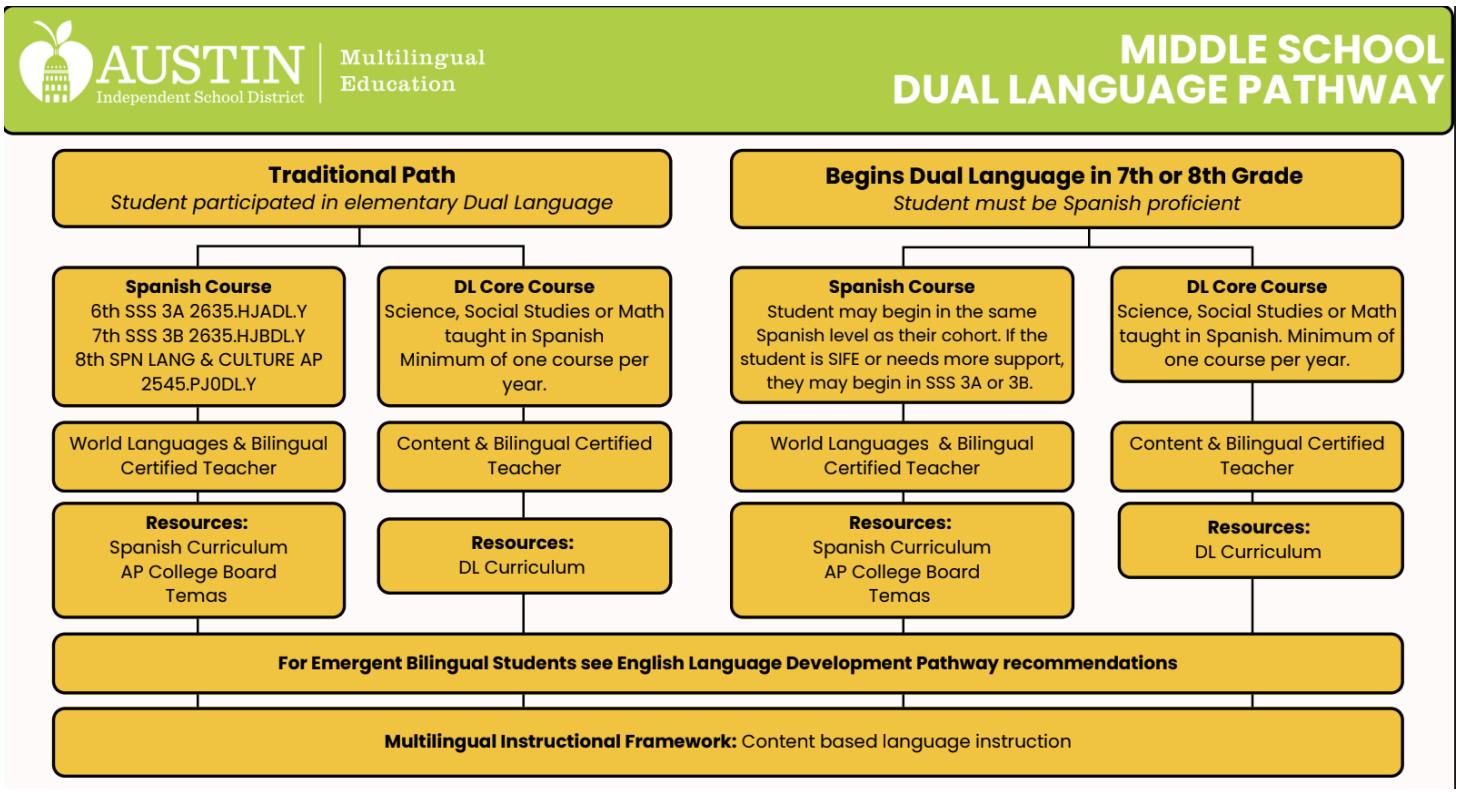
INTRODUCTION TO WELDING
Credit: 1 , high school elective credit
Grade: 8
Course: 8612.RJ(Y)
PEIMS: #13032250
Recommended Prerequisite: Algebra 1
Introduction to Welding is designed to provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will introduce students to knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

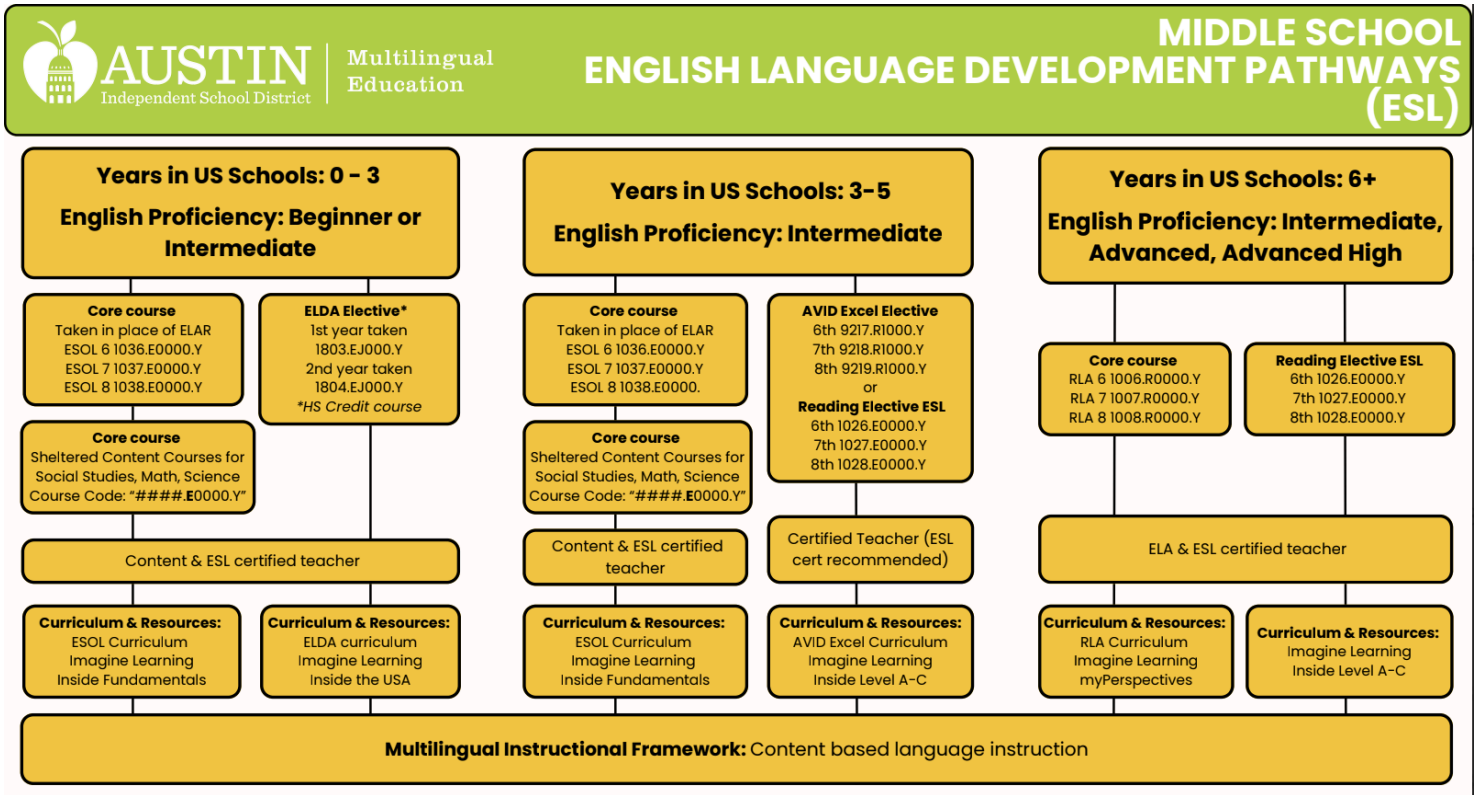
INTRODUCTION TO TRANSPORTATION TECHNOLOGY
Credit: 0.5, high school elective credit
Grade: 7-8
Course: 8906.RJ(X)
PEIMS: #13039270
Prerequisite: NONE
Introduction to Transportation Technology is designed to include knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Transportation Technology includes applicable safety and environmental rules and regulations. In TransportationTechnology, students will gain knowledge and skills in the repair, maintenance, and diagnosis of transportation systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

ADDITIONAL AISD MIDDLE SCHOOL COURSE SELECTIONS

COMPUTER TECHNOLOGY
Grade: 6-8
Course: 9826.R0000.X/Y (6th), 9827.R0000.X/Y (7th), 9828.R0000.X/Y (8th)
Prerequisite: NONE
Computer Technology is a sequence of courses that allows students to explore the world of creative computing through programming, robotics, and web technologies as well as gain knowledge and skills in the application, design, production, and evaluation of current and leading edge technological hardware and software. Students through the application of modern technologies will reinforce, apply, and transfer existing academic knowledge and skills to relevant real-world activities and problems. Throughout this course, students gain an understanding of career and secondary education opportunities in the growing field of computer science

APPENDIX A: MULTILINGUAL PATHWAYS CHARTS





APPENDIX B: LOOKING AHEAD AND PLANNING FOR HIGH SCHOOL

The documents below are to help students and parents plan for the transition from middle school to high school. Please see the high school counselors for more information.

AUSTIN ISD HIGH SCHOOL GRADUATION REQUIREMENTS

FOUNDATION HIGH SCHOOL PROGRAM (FHSP; 22 CREDITS)	FHSP + ENDORSEMENT (26 CREDITS)	FHSP + ENDORSEMENT + DISTINGUISHED LEVEL OF ACHIEVEMENT (26 CREDITS)
ENGLISH LANGUAGE ARTS (4 CREDITS) English I, English II, English III, 4th English **MATHEMATICS (3 CREDITS)** Algebra I, Geometry, Additional Math from Group A and/or Group B **SOCIAL STUDIES (3 CREDITS)** World Geography or World History, U.S. History, Government (0.5), Economics (0.5) **SCIENCE (3 CREDITS)** Biology, Additional Science from Group A, Additional Science from Group B **WORLD LANGUAGES (2 CREDITS)** **HEALTH (0.5 CREDITS)** **PHYSICAL EDUCATION (1 CREDIT)** **FINE ARTS (1 CREDIT)** **ELECTIVES (4.5 CREDITS)**	**Completion of all Foundation Credits Plus:** **MATHEMATICS (1 ADDITIONAL CREDIT)** Additional Course from Group B **SCIENCE (1 ADDITIONAL CREDIT)** Additional Course from Group B **WORLD LANGUAGES** No substitutions other than specified in rule **ELECTIVES** (2 ADDITIONAL CREDITS) **AVAILABLE ENDORSEMENTS:** Science, Technology, Engineering, & Mathematics (STEM) Business & Industry, Public Service, Arts & Humanities* Multidisciplinary	AISD's prescribed plan for all incoming ninth graders. Completion of all Foundation credits and at least one Endorsement: **MATHEMATICS** To include completion of Algebra II

ENDORSEMENT AREAS

ARTS/HUMANITIES	BUSINESS & INDUSTRY	PUBLIC SERVICE	STEM	MULTIDISCIPLINARY

• Fine Arts:
  ○ Art:
  ○ Ceramic
  ○ Drawing
  ○ Painting Photography
  ○ Printmaking
  ○ Sculpture
  ○ Dance
  ○ Music: Band
  ○ Music: Choir
  ○ Music: Guitar
  ○ Music: Orchestra
  ○ Music: Piano
  ○ Music Studies
  ○ Musical Theatre
  ○ Technical Theatre
  ○ Theatre Arts
• World Languages
• Social Studies
	• Agriculture, Food, and Natural Resources
	• Architecture & Construction
	• Arts/Audio/Video Technology, and Communications
	• Business, Marketing, and Finance
	• Hospitality and Tourism
	• Manufacturing
	• Transportation, Distribution, and Logistics
	• Information Technology Support
		• Education and Training
		• Health Science
		• Human Services
		• Law and Public Service
		• JROTC
			• Biomedical Science**
			• Cybersecurity**
			• Engineering
			• Programming and Software Development**
			• Science
			• STEM Studies
			• Mathematics
			• Web Development**
			• Robotics and Automation Technology**
				Multidisciplinary Option 1:
				
				Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
				
				Multidisciplinary Option 2:
				
				Four credits in AP, IB or dual credit selected from English, Mathematics, Science, Social Studies, Economics, LOTE and Fine Arts

(College Prep ELA is NOT an option for students in the Multidisciplinary Endorsement or Humanities Endorsement)

**offered at designated campuses only **These are CTE Programs of Study, not Cluster Areas, still under STEM for 2026-2027, if the math and science requirements are met. If not, the endorsement is Business and Industry.*

STATE ASSESSMENTS REQUIRED FOR GRADUATION	*PERFORMANCE ACKNOWLEDGMENTS*	*QUESTIONS?*

English I, II; Algebra I; U.S. History; Biology	*Outstanding performance: SAT® ACT®, PSAT®, IB, AP®, Dual Credit, Bilingualism/Bi-Literacy, and Industry-Based Certifications*	*Contact your student's counselor or visit www.austinisd.org.*

ENGLISH LANGUAGE ARTS
The 4th English Language Arts credit may be selected from one full credit or a combination of two half-credits, subject to prerequisite requirements, from the following courses:
English IV • Independent Study in English • Literary Genres • Creative Writing • Research and Technical Writing • Humanities • Public Speaking III • Communication Applications (0.5 credit course, which must be combined with another half-credit from the other courses listed • Oral Interpretation III • Independent Study in Speech • Advanced Broadcast Journalism III • Advanced Journalism: Newspaper III • Advanced Journalism: Yearbook III • AP English Literature and Composition • IB Language Studies A1 Higher Level • Business English • College Preparatory ELA ***(College Prep ELA is NOT an option for students in the Multidisciplinary Endorsement or Humanities Endorsement)*** • Debate III • Independent Study in Journalism
Emergent Bilingual learners who are at the beginning- or intermediate-level of English Language proficiency, may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II). Students may combine a half-credit of English I with a half-credit of ESOL I to satisfy the English I graduation requirement. The same applies to the combination of English II and ESOL II. Although these courses are EOC courses, the TEKS for these are identical, which allows for the combining of English I with ESOL I and/or English II with ESOL II.

MATHEMATICS	
GROUP A	***GROUP B***
Additional credit may be selected from one full credit or a combination of two half-credits from two different courses, subject to prerequisite requirements, from the following courses:	The additional credit may be selected from one full credit or a combination of two half-credits from two different courses, subject to prerequisite requirements, from the following courses:
Mathematical Models with Applications • Mathematical Applications in Agriculture, Food, and Natural Resources • Digital Electronics • Robotics Programming and Design • Financial Mathematics • Applied Mathematics for Technical Professionals • Accounting II • Manufacturing Engineering Technology II • Robotics II	Algebra II • Precalculus • Advanced Quantitative Reasoning • Independent Study in Mathematics • Discrete Mathematics for Problem Solving • Algebraic Reasoning • Statistics • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science A • IB Computer Science Higher Level • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Higher Level • Engineering Mathematics • Statistics and Business Decision Making • College Preparatory Math*
*After completion of all Foundations math requirements. Note: If Mathematical Models with Applications was completed prior to September 1, 2015, the course is ineligible for a fourth math credit.	

SCIENCE	
GROUP A	***GROUP B***
One credit must be selected from the following laboratory-based courses:	The additional credit may be selected from one full credit or a combination of two half-credits, subject to prerequisite requirements, from the following laboratory based courses:
Integrated Physics and Chemistry (IPC) • Chemistry • Physics • Principles of Technology* • TEA states an AP or IB science course in accordance with §74.11(h) of this title • AP Physics 1: Algebra-Based • IB Physics	Chemistry • Physics • Aquatic Science • Astronomy • Earth and Space Science • • AP Biology • AP Chemistry • AP Physics 1: Algebra-Based • AP Physics 2: Algebra-Based • AP Physics C • AP Environmental Science • IB Biology • IB Chemistry • IB Physics • IB Environmental Systems • Advanced Animal Science; • Advanced Plant and Soil Science • Anatomy and Physiology; • Medical Microbiology • Pathophysiology • Food Science • Forensic Science • Biotechnology I • Biotechnology II • Physics for Engineering * • Scientific Research and Design • Engineering Design and Problem Solving • Engineering Science
*One science credit may be earned for either Principles of Technology or Physics.	

SOCIAL STUDIES (Students who are Cohort 2027, 2028, 2029 must complete the following requirements for Social Studies)

Three credits. Two credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits **OR** the Personal Financial Literacy and Economics course (one-half credit). The additional credit may be selected from the following courses:

World History Studies or World Geography Studies

SOCIAL STUDIES (Students who are Cohort 2030 must complete the following requirements for Social Studies)

Three credits. Two credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Personal Financial Literacy (one-half credit, yet to be determined by TEA). The additional credit may be selected from the following courses:

World History Studies, World Geography Studies , or Economics

WORLD LANGUAGES

The credits may be selected from the following:

- *Any two levels in the same language; or*
- *Two credits in computer programming languages selected from Computer Science I, II, III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level and IB Computer Science Higher Level.*

If a student, in completing the first credit of World Languages (LOTE), demonstrates that the student is unlikely to be able to complete the second credit, as agreed upon by the teacher of the first World Languages (LOTE) credit or another World Languages (LOTE) teacher designated by the school district, the principal or designee, the student's parent or person standing in parental relation, the student's ARD committee if applicable, or committee established for the student under Section 504, Rehabilitation Act of 1973 if applicable, the student may substitute another appropriate course as follows:

- *Special Topics in Language and Culture*
- *World History Studies or World Geography Studies for a student who is not required to complete both by the local district*
- *Another credit from World Languages (LOTE); or*
- *Computer programming languages*

A student who, due to a disability, is unable to complete two credits in the same language in a language other than English,** may do so by one of the following options:

- *Substitute a combination of two credits from the following core courses, but courses that satisfy FHSP requirements cannot be used to satisfy World Languages (LOTE) substitutions:*
  - *English Language Arts*
  - *Mathematics*
  - *Science*
  - *Social Studies*
- *Complete two credits in Career and Technical Education*
- *Complete two credits in Technology Applications*

***THE DETERMINATION TO COMPLETE THE WORLD LANGUAGES (LOTE) CREDIT REQUIREMENTS, WILL BE MADE BY THE STUDENT'S ARD COMMITTEE OR THE COMMITTEE ESTABLISHED FOR THE STUDENT UNDER SECTION 504, REHABILITATION ACT OF 1973, WHICHEVER APPLIES.*

FINE ARTS

ONE CREDIT. THE CREDIT MAY BE SELECTED FROM THE FOLLOWING COURSES SUBJECT TO PREREQUISITE REQUIREMENTS:
Art: Level I, II, III, or IV • Band: Level I, II, III, or IV • Choir: Level I, II, III, or IV • Dance: Level I, II, III, or IV • Guitar: Level I, II, III, or IV Orchestra: Level I, II, III, or IV • Theatre: Level I, II, III, or IV • Technical Theatre: Level I, II, III, or IV • Piano: Level I, II, III, or IV

ELECTIVE COURSES

FROM ANY OF THE FOLLOWING:
High school courses not required for graduation for all course offerings • State-approved innovative courses • Junior Reserve Officer Training Corps (JROTC) – one to four credits • Driver Education – one half-credit • College Board Advanced Placement courses • International Baccalaureate courses • Courses offered for dual credit

CTE ENDORSEMENT AREAS AND REQUIREMENTS

Helpful Terms:

- *Programs of Study: Course sequences that prepare students with the knowledge and skills necessary for success in their chosen career.*
- *Career Cluster: The 16 national occupation groupings, can be divided into more specific pathways of study.*
- **Pathway: A course of study related to a particular career cluster; consists of a coherent sequence of courses designed at the local level (LEA). Please see campus CTE Programs of Study documents for the pathways available by campus.*

- **Coherent Sequence: Group of courses progressing from introductory to advanced level study, designed at local level (LEA).*
- *Postsecondary credential: A validated, recognized or required certification or licensure related to a career field and/or college credit(s) and/or degree(s), certificate(s). AISD Graduation Requirements*

All AISD incoming ninth graders are set on the FHSP + Endorsement + Distinguished Level of Achievement graduation plan. A student must successfully complete all Foundation credit requirements and:

- *One additional math credit (Algebra II)*
- *One additional science credit*
- *Two LOTE credits*

Two additional elective credits, and endorsement credit

FOUR YEAR PLAN PLANNING DOCUMENT

Students will begin their high school 4-year planning process during the 8th grade school year. Parents will be required to sign-off on the 4-year plan by the end of the student's 9th grade school year. Counselors will meet with students and parents annually to review graduation plans. Please review specific graduation plan requirements and options when completing your 4-year plan.

NAME:	DATE:

ENDORSEMENT AREA:
(Please check at least one endorsement area)

ARTS AND HUMANITIES	BUSINESS AND INDUSTRY	PUBLIC SERVICE	STEM	MULTIDISCIPLINARY
☐	☐	☐	☐	☐

PROGRAM OF STUDY: (please list all that apply)

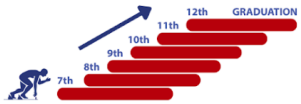
9TH	10TH	SUMMER	11TH	SUMMER	12TH
ENGLISH I	ENGLISH II		ENGLISH III		ENGLISH IV
MATH	MATH		MATH		MATH
BIOLOGY	SCIENCE		SCIENCE		SCIENCE
WORLD GEOGRAPHY	WORLD HISTORY		U.S. HISTORY		GOVERNMENT/ ECONOMICS

APPENDIX C: MULTILINGUAL RECOGNITION

Name: _____

AISD Students Graduation Recognition Tracking Sheet



Recognition	Requirements	Award
Texas Performance Acknowledgement in Bilingualism & Biliteracy	**Both** requirements must be met: ☐ GPA ≤80% in English HS courses ☐ Plus one of the following: • 3+ credits in the same World Language (LOTE) (≤80% GPA) • Proficiency in LOTE level IV or higher (≤80% GPA) • AP Language and Culture exam (score ≤3) • IB HL exam (score ≤4) • National Language Proficiency exam (≤ Intermediate High) **IMPORTANT:** Emergent Bilinguals must meet reclassification to English Proficient + Advanced High on TELPAS.	Only applied to High School • **Austin ISD transcript** (transcripted by August after the student graduated) - A digital language profile allowing you to share your language skills and credentials with potential employers, and colleges and universities.
Global Seal of Biliteracy	At least in **one** of the following proficiency exams ☐ AP Language and Culture (score ≤3) ☐ International Baccalaureat (IB) HL Exam (score ≤4) ☐ AVANT STAMP 4S exam (score ≤5 on each skill) / AVANT STAMP 2S exam (score ≤5 on each skill) ☐ ACTFL Oral Proficiency Interview (OPI): Score of Intermediate Mid or higher **IMPORTANT:** The Austin ISD FERPA letter must be signed by the student's parent/guardian before, or no later than a year after the test was taken.	Only for Middle School and High School • **Austin ISD transcript** (transcripted by August after the student graduated) - A digital language profile allowing you to share your language skills and credentials with potential employers, and colleges and universities.
Austin ISD Dual Language Seal of Biliteracy	All **four** requirements must be met: ☐ 4 Spanish DL World Language courses in HS (avg. ≤70/100) | Class I ☐ Class II ☐ Class III ☐ Class IV ☐ ☐ 4 DL core content courses in Spanish in HS (avg. ≤70/100) | Class I ☐ Class II ☐ Class III ☐ Class IV ☐ ☐ Meet ELA graduation requirements (avg. ≤70/100) ☐ Written portfolio + oral presentation (artifacts & reflections) presented at "Muestra de Proyectos"	Only applied to DL High Schools • **Certificate** • **Stole** (given at the Latino Academic Achievement Awards [LAAA]), worn at graduation)
MORE INFO	Students may begin fulfilling requirements as early as 7th grade, depending on their program of study. For further guidance, students should consult with their **academic counselor** at their campus.	

AUSTIN
Independent School District



2026-2027 HIGH SCHOOL COURSE CATALOG

EVERY DAY IS A CHANCE TO LEARN SOMETHING NEW.

AISD

HIGH SCHOOL CAMPUSES

AKINS
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District
10701 S. FIRST ST.
AUSTIN, TX 78748

ANDERSON
HIGH SCHOOL
AUSTIN Independent School District
8403 MESA DRIVE
AUSTIN, TX 78759

ANN RICHARDS
SCHOOL FOR
YOUNG WOMEN LEADERS
AUSTIN Independent School District
2309 PANTHER TRAIL
AUSTIN, TX 78704

AUSTIN HIGH SCHOOL
AUSTIN Independent School District
1715 W. CESAR CHAVEZ ST.
AUSTIN, TX 78703

BOWIE HIGH SCHOOL
AUSTIN Independent School District
4103 W. SLAUGHTER LANE
AUSTIN, TX 78749

CROCKETT
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District
5601 MANCHACA ROAD
AUSTIN, TX 78745

EASTSIDE
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District
900 THOMPSON ST.
AUSTIN, TX 78702

GARZA INDEPENDENCE
HIGH SCHOOL
AUSTIN Independent School District
1600 CHICON ST.
AUSTIN, TX 78702

LBJ EARLY COLLEGE
HIGH SCHOOL
AUSTIN Independent School District
7309 LAZY CREEK DRIVE
AUSTIN, TX 78724

LIBERAL ARTS AND SCIENCE ACADEMY
AUSTIN Independent School District
1012 ARTHUR STILES ROAD
AUSTIN, TX 78721

McCALLUM
HIGH SCHOOL
AUSTIN Independent School District
5600 SUNSHINE DRIVE
AUSTIN, TX 78756

NAVARRO
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District
1201 PAYTON GIN ROAD
AUSTIN, TX 78758

NORTHEAST
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District
7104 BERKMAN DRIVE
AUSTIN, TX 78752

TRAVIS EARLY COLLEGE
HIGH SCHOOL
AUSTIN Independent School District
1211 E. OLTORF ST.
AUSTIN, TX 78704

OTHER CAMPUSES

ALTERNATIVE LEARNING CENTER
4900 GONZALES ST.
AUSTIN, TX 78702

CLIFTON
CAREER DEVELOPMENT SCHOOL
AUSTIN Independent School District
1519 CORONADO HILLS DRIVE
AUSTIN, TX 78752

ROSEDALE SCHOOL
AUSTIN Independent School District
7505 SILVERCREST DR.
AUSTIN, TEXAS 78757

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AUSTIN ISD HIGH SCHOOL GRADUATION PLANS

Students who are Cohort 2027, 2028, 2029 must complete the following requirements

FOUNDATION HIGH SCHOOL PROGRAM (FHSP; 22 CREDITS)	FHSP + ENDORSEMENT (26 CREDITS)	FHSP + ENDORSEMENT + DISTINGUISHED LEVEL OF ACHIEVEMENT (26 CREDITS)
ENGLISH LANGUAGE ARTS (4 CREDITS) English I, English II, English III, 4th English **MATHEMATICS (3 CREDITS)** Algebra I, Geometry, Additional Math from Group A and/or Group B **SOCIAL STUDIES (3 CREDITS)** World Geography or World History, U.S. History, Government (0.5), Economics (0.5) **SCIENCE (3 CREDITS)** Biology, Additional Science from Group A, Additional Science from Group B **WORLD LANGUAGES (2 CREDITS)** **HEALTH (0.5 CREDITS)** **PHYSICAL EDUCATION (1 CREDIT)** **FINE ARTS (1 CREDIT)** **ELECTIVES (4.5 CREDITS)**	**Completion of all Foundation Credits Plus:** **MATHEMATICS (1 ADDITIONAL CREDIT)** Additional Course from Group B **SCIENCE (1 ADDITIONAL CREDIT)** Additional Course from Group B **WORLD LANGUAGESX** No substitutions other than specified in rule **ELECTIVES** (2 ADDITIONAL CREDITS) **AVAILABLE ENDORSEMENTS:** Science, Technology, Engineering, & Mathematics (STEM) Business & Industry, Public Service, Arts & Humanities* Multidisciplinary	AISD's prescribed plan for all incoming ninth graders. Completion of all Foundation credits and at least one Endorsement: **MATHEMATICS** To include completion of Algebra II

Students who are Cohort 2030 must complete the following requirements

FOUNDATION HIGH SCHOOL PROGRAM (FHSP; 22 CREDITS)	FHSP + ENDORSEMENT (26 CREDITS)	FHSP + ENDORSEMENT + DISTINGUISHED LEVEL OF ACHIEVEMENT (26 CREDITS)
ENGLISH LANGUAGE ARTS (4 CREDITS) English I, English II, English III, 4th English **MATHEMATICS (3 CREDITS)** Algebra I, Geometry, Additional Math from Group A and/or Group B **SOCIAL STUDIES (3 CREDITS)** World Geography or World History or Economics, U.S. History, Government (0.5), Personal Financial Literacy (0.5) **SCIENCE (3 CREDITS)** Biology, Additional Science from Group A, Additional Science from Group B **WORLD LANGUAGES (2 CREDITS)** **HEALTH (0.5 CREDITS)** **PHYSICAL EDUCATION (1 CREDIT)** **FINE ARTS (1 CREDIT)** **ELECTIVES (4.5 CREDITS)**	**Completion of all Foundation Credits Plus:** **MATHEMATICS (1 ADDITIONAL CREDIT)** Additional Course from Group B **SCIENCE (1 ADDITIONAL CREDIT)** Additional Course from Group B **WORLD LANGUAGES** No substitutions other than specified in rule **ELECTIVES** (2 ADDITIONAL CREDITS) **AVAILABLE ENDORSEMENTS:** Science, Technology, Engineering, & Mathematics (STEM) Business & Industry, Public Service, Arts & Humanities* Multidisciplinary	AISD's prescribed plan for all incoming ninth graders. Completion of all Foundation credits and at least one Endorsement: **MATHEMATICS** To include completion of Algebra II

ENDORSEMENT AREAS				
ARTS/HUMANITIES	**BUSINESS & INDUSTRY**	**PUBLIC SERVICE**	**STEM**	**MULTIDISCIPLINARY**

• Fine Arts:
  ○ Art:
  ○ Ceramic
  ○ Drawing
  ○ Painting
  Photography
  ○ Printmaking
  ○ Sculpture
  ○ Dance
  ○ Music: Band
  ○ Music: Choir
  ○ Music: Guitar
  ○ Music: Orchestra
  ○ Music: Piano
  ○ Music Studies
  ○ Musical Theatre
  ○ Technical
  Theatre
  ○ Theatre Arts
• World Languages
• Social Studies
	• Agriculture, Food, and Natural Resources
	• Architecture & Construction
	• Arts/Audio/Video Technology, and Communications
	• Business, Marketing, and Finance
	• Hospitality and Tourism
	• Manufacturing
	• Transportation, Distribution, and Logistics
	• Information Technology Support
		• Education and Training
		• Health Science
		• Human Services
		• Law and Public Service
		• JROTC
			• Biomedical Science**
			• Cybersecurity**
			• Engineering Foundations **
			• Programming and Software** Development**
			• Science
			• STEM Studies
			• Mathematics
			• Web Development**
			• Robotics and Automation Technology**
				Multidisciplinary Option 1:
				
				Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics
				
				Multidisciplinary Option 2:
				
				Four credits in AP, IB or dual credit selected from English, Mathematics, Science, Social Studies, Economics, LOTE and Fine Arts

Students must also take English IV to meet the requirements in the Multidisciplinary Endorsement or Humanities Endorsement

**offered at designated campuses only*

***These are CTE Programs of Study, not Cluster Areas, still under STEM for 2026 if the math and science requirements are met. IF not, the endorsement is Business and Industry.*

STATE ASSESSMENTS REQUIRED FOR GRADUATION	***PERFORMANCE ACKNOWLEDGMENTS***	***QUESTIONS?***
English I, II; Algebra I; U.S. History; Biology	*Outstanding performance: SAT® ACT®, PSAT®, IB, AP®, Dual Credit, Bilingualism/Bi-Literacy, and Industry-Based Certifications*	*Contact your student's counselor or visit www.austinisd.org.*

ENGLISH LANGUAGE ARTS
The 4th English Language Arts credit may be selected from one full credit or a combination of two half-credits, subject to prerequisite requirements, from the following courses:
English IV • Independent Study in English • Literary Genres • Creative Writing • Research and Technical Writing • Humanities • Public Speaking III • Communication Applications (0.5 credit course, which must be combined with another half-credit from the other courses listed • Oral Interpretation III • Independent Study in Speech • Advanced Broadcast Journalism III • Advanced Journalism: Newspaper III • Advanced Journalism: Yearbook III • AP English Literature and Composition • IB Language Studies A1 Higher Level • Business English • College Preparatory ELA(**Students must also take English IV to meet the requirements in the Multidisciplinary Endorsement or Humanities Endorsement)** • Debate III • Independent Study in Journalism
Emergent Bilingual learners who are at the beginning- or intermediate-level of English Language proficiency, may satisfy the

English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II). Students may combine a half-credit of English I with a half-credit of ESOL I to satisfy the English I graduation requirement. The same applies to the combination of English II and ESOL II. Although these courses are EOC courses, the TEKS for these are identical, which allows for the combining of English I with ESOL I and/or English II with ESOL II.

MATHEMATICS	
Two of the credits must consist of Algebra I and Geometry	
GROUP A	***GROUP B***
The additional credit may be selected from one full credit or a combination of two half-credits from two different courses, subject to prerequisite requirements, from the following courses :or a credit from the courses listed in group B:	The additional credit may be selected from one full credit or a combination of two half-credits from two different courses, subject to prerequisite requirements, from the following courses:
Mathematical Models with Applications • Mathematical Applications in Agriculture, Food, and Natural Resources • Digital Electronics • Financial Mathematics • Applied Mathematics for Technical Professionals • Accounting II • Manufacturing Engineering Technology II • Robotics II	Algebra II • Precalculus • Advanced Quantitative Reasoning • Independent Study in Mathematics • Discrete Mathematics for Problem Solving • Algebraic Reasoning • Statistics • AP Statistics • AP Precalculus • AP Calculus AB • AP Calculus BC • AP Computer Science A • IB Computer Science Higher Level • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics: Analysis and Approaches Standard Level • IB Mathematics: Analysis and Higher Level • IB Mathematics: Applications and Interpretations Standard Level • IB Mathematics: Applications and Interpretations Higher Level • Engineering Mathematics • Statistics and Business Decision Making • Mathematics for Medical Professionals, Discrete Mathematics for Computer Science One credit of a two-credit IB mathematics course selected from Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) may satisfy the additional mathematics credit.
College Preparatory Mathematics is the only math course that students can only receive a fourth math credit. Students must meet prerequisites to be enrolled in College Preparatory Mathematics	

SCIENCE	
Three credits. One credit must consist of Biology or a comparable AP or IB Biology course.	
GROUP A	***GROUP B***
One credit must be selected from the following laboratory-based courses:	The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:
Integrated Physics and Chemistry (IPC) • Chemistry • Physics • Physics for Engineering• A comparable AP or IB chemistry or	Chemistry • Physics • Aquatic Science • Astronomy • Earth Systems Science • Environmental Systems • Specialized Topics in Science • A comparable AP science course that

physics course that does not count towards another credit required for graduation	does not count toward another science required for graduation • Advanced Animal Science; • Advanced Plant and Soil Science • Anatomy and Physiology; • Medical Microbiology • Pathophysiology • Food Science • Forensic Science • Biotechnology I • Biotechnology II • Physics for Engineering• Scientific Research and Design • Engineering Design and Problem Solving • Engineering Science • pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this clause , a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1), one credit of a two credit IB science course selected from Chapter 112
Credit may not be earned for both physics and Physics for Engineering to satisfy science credit requirements.	

SOCIAL STUDIES (Students who are Cohort 2027, 2028, 2029 must complete the following requirements for Social Studies)
Three credits. Two credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits **OR** the Personal Financial Literacy and Economics course (one-half credit). The additional credit may be selected from the following courses:
World History Studies or World Geography Studies

SOCIAL STUDIES (Students who are Cohort 2030 must complete the following requirements for Social Studies)
Three credits. Two credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Personal Financial Literacy (one-half credit, yet to be determined by TEA). The additional credit may be selected from the following courses:
World History Studies, World Geography Studies , or Economics

WORLD LANGUAGES
***The credits may be selected from the following*:** ● *Any two levels in the same language; or* ● *Two credits in computer programming languages selected from Computer Science I, II, III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level and IB Computer Science Higher Level.* ***If a student, in completing the first credit of World Languages (LOTE), demonstrates that the student is unlikely to be able to complete the second credit, as agreed upon by the teacher of the first World Languages (LOTE) credit or another World Languages (LOTE) teacher designated by the school district, the principal or designee, the student's parent or person standing in parental relation, the student's ARD committee if applicable, or committee established for the student under Section 504, Rehabilitation Act of 1973 if applicable, the student may substitute another appropriate course as follows*:** ● *Special Topics in Language and Culture*

- *World History Studies or World Geography Studies for a student who is not required to complete both by the local district*
- *Another credit from World Languages (LOTE); or*
- *Computer programming languages*

***A student who, due to a disability, is unable to complete two credits in the same language in a language other than English,** may do so by one of the following options:*

- *Substitute a combination of two credits from the following core courses, but courses that satisfy FHSP requirements cannot be used to satisfy World Languages (LOTE) substitutions:*
  - *English Language Arts*
  - *Mathematics*
  - *Science*
  - *Social Studies*
- *Complete two credits in Career and Technical Education*
- *Complete two credits in Technology Applications*

***THE DETERMINATION TO COMPLETE THE WORLD LANGUAGES (LOTE) CREDIT REQUIREMENTS, WILL BE MADE BY THE STUDENT'S ARD COMMITTEE OR THE COMMITTEE ESTABLISHED FOR THE STUDENT UNDER SECTION 504, REHABILITATION ACT OF 1973, WHICHEVER APPLIES.*

FINE ARTS

ONE CREDIT. THE CREDIT MAY BE SELECTED FROM THE FOLLOWING COURSES SUBJECT TO PREREQUISITE REQUIREMENTS:

Art: Level I, II, III, or IV • Band: Level I, II, III, or IV • Choir: Level I, II, III, or IV • Dance: Level I, II, III, or IV • Guitar: Level I, II, III, or IV Orchestra: Level I, II, III, or IV • Theatre: Level I, II, III, or IV • Technical Theatre: Level I, II, III, or IV • Piano: Level I, II, III, or IV

ELECTIVE COURSES

FROM ANY OF THE FOLLOWING:

High school courses not required for graduation for all course offerings • State-approved innovative courses • College Board Advanced Placement courses • International Baccalaureate courses • Courses offered for dual credit

CTE ENDORSEMENT AREAS AND REQUIREMENTS

Helpful Terms:

- *Programs of Study: Course sequences that prepare students with the knowledge and skills necessary for success in their chosen career.*
- *Career Cluster: The 16 national occupation groupings, can be divided into more specific pathways of study.*
- **Pathway: A course of study related to a particular career cluster; consists of a coherent sequence of courses designed at the local level (LEA). Please see campus CTE Programs of Study documents for the pathways available by campus.*
- **Coherent Sequence: Group of courses progressing from introductory to advanced level study, designed at local level (LEA).*
- *Postsecondary credential: A validated, recognized or required certification or licensure related to a career field and/or college credit(s) and/or degree(s), certificate(s). AISD Graduation Requirements*

All AISD incoming ninth graders are set on the FHSP + Endorsement + Distinguished Level of Achievement graduation plan. A student must successfully complete all Foundation credit requirements and:

- *One additional math credit (Algebra II)*
- *One additional science credit*
- *Two LOTE credits*

Two additional elective credits, and endorsement credit

SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS (STEM) ENDORSEMENT [19 TAC 74.13 (F)(1)(A)]	
MATH REQUIREMENT	Algebra II
SCIENCE REQUIREMENT	Chemistry and Physics
CTE REQUIREMENTS	• Four or more credits in a *coherent sequence with at least three courses in an approved CTE STEM* pathway • At least one Advanced CTE course in an approved AISD CTE *coherent sequence Final course must come from the STEM cluster

BUSINESS & INDUSTRY ENDORSEMENT [19 TAC 74.13 (F)(2)(A)]	
CTE REQUIREMENTS	• Four or more credits in a *coherent sequence with at least three courses in an approved **CTE BUSINESS and INDUSTRY** Programs of Study • At least one Advanced CTE course in an approved AISD CTE *coherent sequence Final course must come from the **CTE BUSINESS and INDUSTRY cluster**

PUBLIC SERVICES ENDORSEMENT [19 TAC 74.13 (F)(3)(A)]	
CTE REQUIREMENTS	• Four or more credits in an approved AISD CTE *coherent with at least three courses in an approved **CTE PUBLIC SERVICE** Programs of Study • At least one Advanced CTE course in an approved AISD CTE *coherent sequence. Final course must come from the **PUBLIC SERVICE** cluster

PERFORMANCE ACKNOWLEDGEMENTS

Performance Acknowledgments note outstanding achievement in specific areas. These distinctions will be included on your high school transcript and better position you for successful entry into college and/or the workforce. Students may earn performance acknowledgments on their Academic Achievement Record or transcript for the following:

DUAL CREDIT

- At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
- An Associate's Degree while in high school.

BILITERACY AND BILINGUALISM

A student may earn a performance acknowledgement in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

- Completing all English Language Arts requirements and maintaining a minimum grade of 80 on a scale of 100, and satisfying one of the following:
    - Completion of minimum of three credits in the same language in World Languages (LOTE), with a minimum of GPA of the equivalent of 80 on a scale of 100; or
    - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in World Languages (LOTE) with a minimum GPA of 80 on a scale of 100; or
    - Completion of at least three credits in foundation subject area courses in World Languages (LOTE) with a minimum GPA of 80 on a scale of 100; or
    - Demonstrated proficiency in one or more World Languages (LOTE) through one of the following methods:
        - A score of 3 or higher on a College Board AP Exam for languages other than English; or
        - A score of 4 or higher on an IB Exam for a higher-level language other than English course; or

    - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
- In addition to meeting requirements to earn a performance acknowledgement in bilingualism and biliteracy, and English Language Learner must also have:
- Participated in and met the exit criteria for a bilingual or English as a Second Language (ESL) program; and
- Scored at the Advanced High Level on the Texas English Language Assessment System (TELPAS).

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) EXAMS

A student may earn a performance acknowledgment on their transcript for outstanding performance on a College Board Advanced Placement Exam or International Baccalaureate Examination by earning a score:

- 3 or above on a College Board Advanced Placement exam; or
- 4 or above on an International Baccalaureate exam

COLLEGE BOARD EXAMS

A student may earn a performance acknowledgement on their transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and workplace earning:

- Earning a composite score of 442 on the ACT Aspire examination; or
- Earning a composite 29 on the ACT PreACT® examination;
- Earning a total score of at least 1350 on the SAT ®; or
- Earning a composite score on the ACT ® examination of 29 (excluding the writing subscore).

INDUSTRY-BASED CERTIFICATIONS

A student may earn a performance acknowledgement with:

- Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
- Performance on an examination sufficient to obtain a government required credential to practice a profession.

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with the knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued or endorsed by:

- National or international business, industry, or professional organization;
- State agency or other government entity; or
- State-based industry association.

CERTIFICATIONS OR LICENSURES

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students;
- Represent a student's substantial course of study and/or end-of-program knowledge and skills;
- Include an industry recognized examination or series of examinations, an industry validated skills test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into high-skill occupation.

PLACEMENT AND GRADING INFO

ADMISSION AND PLACEMENT OF NEW STUDENTS

Parents and students are responsible for assuring that the enrolling campus received the high school educational records for a student who is registering. Courses will be evaluated for transfer of credit. Award of credit is based on

alignment with Texas Essential Knowledge & Skills. A student entering the district from non-accredited public, private, or parochial school, including home schools, shall be placed initially at the discretion of the principal, pending assessment appropriate to the student's grade level, validation of credits, or results of credit-by examination tests [FD (LOCAL)]. Students or parents shall request credit validation at the time of registration. Please check with your campus registrar for more information.

LETTER GRADES

When students transfer to AISD from a school that gives letter grades, a uniform grading system for translating letter grades is used in all secondary schools. The chart below defines the alpha-to-numeric conversion used in AISD. When an alpha-to-numeric conversion scale is provided from the sending district, the sending district's grading scale is used in lieu of AISD's conversion chart.

The alpha-to-numeric conversion also applies to grades completed through the dual credit program. A high school student enrolled in a dual credit course in which only letter grades are assigned may request a numerical grade from his or her instructor. College instructors, however, are not required to grant requests for numerical grades. It is the student's responsibility to verify if the instructor agrees to provide a numerical grade prior to enrolling in the course. To request a numerical grade, a student must contact the college instructor and request that a numerical grade be sent to the student's high school registrar. Please note that the numerical grade provided by the instructor will be used in lieu of the established alpha-to-numeric chart conversion scale.

Grading and Reporting Specific Guidelines for Secondary Schools
ALPHA TO NUMERIC CONVERSION CHART

EXCELLENT	A+	99
	A	96
	A-	92
GOOD	B+	89
	B	86
	B-	82
FAIR	C+	79
	C	76
	C-	72
PASSING	D	70
FAILING	F (Below 70)	

REQUIRED STATE ASSESSMENTS FOR GRADUATION

As required by Texas Education Code, TEC §101.3022. Assessment Requirements for Graduation, students will take the State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) exams as near to completion of the following courses to meet graduation requirements for the state of Texas: English I, English II, Algebra I, Biology and U.S. History. To graduate, a student must meet or exceed satisfactory performance on each STAAR end-of- course (EOC) assessment. The performance standard needed to meet the testing requirement for graduation is based on the performance standard in

place when students take their first EOC test and will apply to all five EOC assessments.

STAAR EOC retest opportunities will be available for students who did not meet the passing standard on one or more of the exams. Retests will be offered during the summer, fall and spring each year. Students who, upon completion of Grade 11, are unlikely to pass one or more EOCs shall be required to enroll in a corresponding content area preparatory class and take an end-of-course assessment for that course.

Qualifying scores on specific college readiness exams including AP, IB, PSAT/NMSQT®, ACT AspireTM, SAT®, ACT®, TSIA2 scores may be substituted for a STAAR End of Course exam to meet graduation requirements and receive a diploma in Texas, but only if the student has attempted the STAAR EOC at least one time and has not met the passing requirement. Students may check with their counselor to see if they are eligible for a substitution. Additional information can also be found on the district website at www.austinisd.org. For students receiving Special Education services and have not met the passing standard on one or more of the STAAR EOC exams, the ARD committee will determine whether the student shall continue to retest to meet the passing standard on the applicable EOC. Students must attempt each STAAR EOC at least one time before the ARD committee may discuss retest options.

According to Senate Bill 149, passed in April 2015, a student who has taken but failed to achieve the EOC assessment graduation requirements for no more than two courses may graduate if granted a recommendation from the campus Individual Graduation Committee (IGC). To be eligible for IGC consideration, the student should continue to retest at every eligible opportunity.

EARLY GRADUATION

With programs like the Texas First Diploma Program, an Austin ISD student may choose to graduate from high school in fewer than four years. To pursue early graduation, a student must make a written request. Early graduation requirements include parent and principal approval and a meeting with the student's assigned counselor to file a written early graduation plan. Students requesting to graduate early must complete the Foundation with the Endorsement Plan or higher. All course work must be completed before students can participate in graduation ceremonies. Specific details about the process to request early graduation are available from your school counselor.

GRADE LEVEL CLASSIFICATIONS			
FRESHMAN	**SOPHOMORE**	**JUNIOR**	**SENIOR**
MUST HAVE BEEN PROMOTED FROM THE 8TH GRADE	MUST HAVE SATISFACTORILY COMPLETED 5 CREDITS	MUST HAVE SATISFACTORILY COMPLETED 11 CREDITS	MUST HAVE SATISFACTORILY COMPLETED 18 CREDITS
This classification is based on the number of credits completed. Credits earned through summer school, credit-by-exam, competency-based, or correspondence should be on file in the registrar's office before the first day of school for classification purposes. A correspondence course is not considered completed until the final grade is recorded in the registrar's office. Please consult the campus principal for further clarification regarding extracurricular eligibility requirements.			

RANK IN CLASS

The purpose of the district's class rank policy is to promote rigorous academic standards and readiness for college, career, and life in a globally competitive economy. Class ranking shall be used to determine district honors and awards and will be submitted to colleges. Class rank shall be determined by descending order of students' weighted GPAs earned in courses that satisfy the students' graduation plans in the following curriculum categories: • English/Language Arts; • Mathematics; • Science; • Social Studies; • World Languages (LOTE) (up to two credits).

Class rank is a snapshot of a fluid process of adding to and updating the high school transcript. Semester averages may change as teachers' gradebooks are updated, dual credits are added, and outside credits are completed. Even though transcripts are updated throughout the semester, once class rank is set for the semester, it remains unchanged until the

next ranking period. AISD calculates class rank for students beginning the spring of their 10th grade year. Thereafter, students are ranked after the end of each semester. Current semester data is never used to calculate rank.

Beginning with the incoming ninth grade class of 2011-12, AISD phased in rank GPA calculation. This GPA calculation is used to determine class rank for each student. The calculation is closely aligned with the graduation requirements as mandated by the State of Texas. Rank GPA calculation considers all available final semester grades for the courses that satisfy the student's graduation plan in the following five curriculum areas:

English Language Arts (ELA) World Languages (LOTE) Mathematics Science Social Studies

UNDERSTANDING YOUR STUDENT'S CLASS RANK
GPA Calculation Definitions: Austin ISD uses a weighted 4.0 scale. Honors-level courses are given a higher grade point value.
CUMULATIVE GPA (WEIGHTED 4.0 SCALE)
● Includes all high school courses taken for high school credit (cumulative). ● Honors level courses receive higher grade point values. ● Reported on student's high school transcript.
UNWEIGHTED GPA (4.0 SCALE)
● Includes all high school courses taken for high school credit (cumulative). ● Honors level courses do not receive higher grade point values. ● Not reported on a student's high school transcript or report card.
RANK GPA (WEIGHTED 5.0 SCALE)
● Includes high school courses in the four core courses (Math, Science, English, Social Studies) and World Languages (LOTE) foreign languages that meet graduation requirements. See details below. ● Honors level courses receive higher grade point values. ● Rank GPA is used in Top 10% Calculation. ● Not Reported on a student's high school transcript or report card (except for non-ranking high schools).

The following exceptions will apply to all GPA calculations used to determine rank:

- For students in grade 12 who are planning to graduate in the summer of a given school year, grades earned in summer courses by these graduating seniors will be recorded for credit purposes only, as numerical grades, and will not be included in the GPA calculation. If the grade 12 student returns after summer school to take additional courses the following school year, then the summer school grades that were previously taken will be included in the GPA calculation and the student will be ranked with the class with which he or she graduates.
- If the only reason course credit is withheld is due to excessive absences, the course grade will not be used in the GPA calculation until credit is awarded. [See FEC]
- Students will be ranked according to the methodology used to rank the grade level to which they are assigned in accordance with EIE(LOCAL).
- International Baccalaureate (IB) courses, which are one-block, two-semester courses, shall be calculated as 0.5 credits for each semester.
- Computer science courses shall be included in rank under the discipline listed in the course definition, e.g., an AP Computer Science Math course shall be included in rank as a math course. Changes to course graduation requirements as defined in the transcript record may be made for students classified as seniors based on the student's need to meet graduation requirements. If the student has foreign language credits such as Spanish 1 and 2 to satisfy the World Languages (LOTE) requirement, then the computer science courses shall not be coded as World

Languages (LOTE) courses because they are not needed to satisfy the World Languages (LOTE) requirement for graduation.

For more information regarding GPA policy, Class Rank, Regulation, and Exceptions, please refer to the following link:
https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1146&code=EIC

SPECIAL EDUCATION GRADUATION ELIGIBILITY TO CONTINUE OR RETURN FOR TRANSITION SERVICES			
STANDARD OF PERFORMANCE	**STATE ASSESSMENTS**	**ELIGIBILITY TO CONTINUE OR RETURN FOR TRANSITION SERVICES**	**CONDITION FOR DISMISSAL FROM SPECIAL EDUCATION SERVICES**
Students satisfactorily complete credit requirements for graduation at the standard applicable to students in general education with **accommodations only.**	STAAR Satisfactory performance	Special Education Services shall terminate upon graduation.	Completion of Credit and Assessment Requirements
Students satisfactorily complete credit requirements for graduation at the standard applicable to students in general education with **accommodations only.**	STAAR **Student failed no more than 2 end-of course assessments**	Special Education Services shall terminate upon graduation.	
Students satisfactorily complete credit requirements for graduation at the standard applicable to students in general education with **accommodations only.**	STAAR **Student failed 3 or more end-of-course assessments** Satisfactory performance on the required end-of-course assessments, unless the student's ARD committee has determined that satisfactory performance is not necessary for graduation.	**Students are eligible to continue or return for Special Education Transition Services.**	The ARD committee shall determine the need to continue or return for transition services after completion of credit requirements as long as the student meets age eligibility requirements and is not older than 21 on September 1st.
Students satisfactorily complete credit requirements through courses, one or more of which contain **modified curriculum.**	STAAR Satisfactory performance on the required end-of-course assessments, unless the student's ARD committee has determined that satisfactory performance is not necessary for graduation.	**Students are eligible to continue or return for Special Education Transition Services.** Students must also successfully complete the student's individualized education program (IEP) and meet one of following conditions: A. have a full-time job and the skills needed to keep it; or	

Students satisfactorily complete credit requirements through courses, one or more of which contain **modified curriculum.**	**STAAR Alternate II**	B. have job skills and self-help skills for successful employment and adult living; or C. have access to services and supports outside of the public education system that can support them in adulthood; or D. will reach age 22 by the start of the school year (September 1st).	
Students that are receiving Special Education Services can graduate under the Foundation High School Plan with or without endorsements. Students may graduate with 1 or more endorsements by completing all additional courses to satisfy the 26-credit requirement. Course planning, including courses in endorsement areas, should be based on postsecondary goals and student strengths & interests. ARD committees will determine if courses required for an endorsement that are completed with modified curriculum are sufficiently rigorous.			

A student receiving special education services may graduate and be awarded a high school diploma if:

1. The student has satisfactorily completed the state or district's (whichever is greater) curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
2. The student has satisfactorily completed the state or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education. ARD has determined that satisfactory performance on the required state assessments is not necessary for graduation.
3. A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
    a. The state or district's (whichever is greater) minimum credit requirements for students without disabilities with modifications.
    b. The student's Individualized Educational Plan (IEP) and met one of the following conditions:
        i. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
        ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or
        iii. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
    c. Participated in the most appropriate state assessment as determined by ARD, and ARD has determined if satisfactory performance on state assessments is necessary for graduation.
    d. A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

Information regarding Senate Bill 673:

A school district shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's IEP. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony under this new subsection.

AUSTIN ISD GENERAL INFORMATION

PASS/FAIL COURSES

A high school student may choose to take a course on a pass/fail (P/F) basis, **if the course is beyond state and district graduation requirements in that subject area** and is not to be used to satisfy the elective credit requirement for the graduation plan that the student has declared. The grade will not be included in the computation of the student's grade point average (GPA).

Please note the following:

- A student must request pass/fail status in a course **no later than the last instructional day of the first nine weeks of the semester. Pass/fail status must be submitted each semester.**
- Once a student enrolls in a course on a pass/fail basis, the request to take the course on a pass/fail basis may not be rescinded.
- Written approval of the principal or designee, the teacher, and the parent must be acquired prior to placement in a course on a pass/fail basis.
- The pass/fail option is available for high school credit courses only. • The grades in a course taken on a pass/fail basis will be recorded numerically for each nine weeks grading period and for the final exam, but the final course grade will be recorded as a "P" or an "F."
- Transfer grades of "P" or "F": Credits transferred from other school districts with an assigned grade of "P" or "F" shall remain a "P" or "F." The grade will not be included in the computation of the student's GPA and will count towards state and district graduation credit requirements, as determined by the sending district.

Students can earn credit for a World Languages (LOTE) on a pass/fail basis through credentialing. Upon completion of a higher-level LOTE course with an overall grade of 70 or higher and once the student has fulfilled HS graduation requirements the student will have the option to be awarded a P for the lower-level courses.

SCHEDULE CHANGES

It is very important that students and parents consider selecting appropriate courses based on the student's graduation and post-secondary plans. The choices students make during the course selection process determine the master schedule teacher assignments for each campus. Though never perfect, the campus master schedule is designed to maximize student opportunities and minimize scheduling conflicts. **Master schedule changes may be affected by insufficient course enrollment or instructor availability.**

Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

To schedule efficiently, student schedules will not be changed to select different teachers, lunch periods, or any different elective or alternate elective. Teacher change requests will only be considered if a student previously failed a course with the same teacher and if another teacher is available. Schedule correction requests do not require a parent signature. Schedule corrections will be considered as soon as possible and only for the following reasons: • The student is a senior and does not have a course required for graduation.

- The student does have the prerequisites for a course.
- Course credit was previously received (i.e. through summer school, correspondence courses, Examination for Acceleration (credit by exam). etc.)
- A data entry error made by the school (i.e. two first-period classes, or a schedule that does not contain the full number of classes.) • The student has been dismissed from a program where approval must be granted for placement.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Austin ISD offers some courses designated for grades 9-12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite Texas Essential Knowledge and Skills as well as state and district requirements for the high school course taken. Satisfactory completion of high school courses in middle school shall be

reflected on the student's academic achievement record, and the student will be awarded state graduation credit. Grades earned in high school courses taken in middle school will be included in the student's high school Grade Point Average (GPA). A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the third nine weeks of the course. A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last nine weeks of the course.

PHYSICAL EDUCATION SUBSTITUTES

Physical Education substitution (listed in 19 TAC §74.12(b)(6)(C) and (D))credit may be awarded for successful completion of certain courses. Students may earn Physical Education substitution credits through participation in Drill Team (ONE credit maximum), Cheerleading (ONE credit maximum), Marching Band (ONE credit maximum), Athletics (FOUR credit maximum), JROTC (ONE credit maximum), Show Choir (ONE credit maximum) and Private/ Commercially sponsored activities (FOUR credit maximum). Credits may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. For a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Upon completion of one semester's participation in one of these activities, the student is awarded a PE substitution credit.

OFF CAMPUS PE

In accordance with local district policy, a school district may award up to four credits for physical education for appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:
Category (1) Olympic-level participation and/or competition including a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
Category (2) Private or commercially sponsored physical activities including those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

ALTERNATE WAYS TO EARN HIGH SCHOOL CREDITS

CREDIT BY EXAMINATION (CBE)

Credit by exam for acceleration is offered at no cost during a testing window at secondary campuses in the fall and spring, and once in June and August through the Office of Systemwide Testing. Specific dates and information may be obtained through your counselor or registrar. Examination scores for high school courses will be used in computing the student's GPA and class rank. For more information about rank please consult AISD policy; EHDC: CBE without prior instruction and EHDB: CBE with prior instruction.

CORRESPONDENCE COURSES

All high school students may take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students must make a written request to the principal or designee for approval to enroll in the course. In addition to successful completion of the correspondence course, students must take the STAAR exam for core courses. Credit toward state graduation requirements shall be granted only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University Lubbock, or other public institution of higher education approved by the Texas Commissioner of Education.
2. The correspondence course includes the state-required Texas Essential Knowledge and Skills for such a course.

A student receiving high school credit through a correspondence or distance learning course will take the corresponding STAAR EOC exam. These courses include: English I, English II, Biology I, Algebra I, and U.S. History. Students who enroll in a district high school and who have already earned credit in one of the above-listed courses through correspondence will retain credit. Grades earned in correspondence courses are used in computing GPA or class rank.

GARZA HIGH SCHOOL ONLINE

Garza High School Online provides opportunities for AISD students to enroll in online courses for either high school credit recovery or credit acceleration. These courses are self-paced; however, they must be completed in a two semester period during the Garza academic school year. These online courses are free of charge and available to students enrolled in AISD who are in grades eight through 12.
To begin the enrollment process for Garza High School Online all students must first be approved by their AISD campus high school counselor and submit the online application to Garza High School Online. For further information, contact Garza High School Online at 512-414-8622 (main office) or their website.

DELTA PROGRAM (DIVERSIFIED EDUCATION THROUGH LEADERSHIP, TECHNOLOGY, ACADEMICS)

DELTA is an academic program available to students enrolled in grades 9 through 12 who are enrolled at AISD comprehensive high schools, Garza Independence High School, and other alternative learning centers or schools serving AISD students. The DELTA Program provides individualized, self-paced instruction that will help students earn academic credits and graduate from high school. The DELTA program is offered within a scheduled class during the school day where students work at their own pace to complete the course curriculum meeting the State of Texas Essential Knowledge and Skills (TEKS) requirements for courses they previously failed or need to take. Students often access course curriculum through an online, web-based program. In some instances, DELTA teachers may provide offline course instruction using AISD curriculum. Students enroll in DELTA during the school year and stay enrolled until they complete the courses for which they were assigned. DELTA is an open-entry/open-exit program. Approval from the academic's team is required for initial credit courses to be taken through the DELTA program

TEXAS VIRTUAL SCHOOL NETWORK (TXVSN)

Texas Virtual School Network (TxVSN) is a non-traditional, online program which was created by the 80th Texas Legislature through the passage of Senate Bill 1788 and codified in Chapter 30A. of the Texas Education Code (TEC). This authorization allows the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means. The Texas Virtual School Network first offered courses to students in Texas districts. The course catalog offers courses for students in grades 9 through 12 that have been reviewed to ensure 100 percent alignment with the Texas Essential Knowledge and Skills, as well as the iNACOL National Standards for Quality Online Courses.

With written approval of the parent and the principal, a student in grades 8 through 12 at secondary schools, who scores 70 percent or above on a correspondence, electronic or online course will receive credit for the academic course at the secondary level. Failing scores on correspondence, electronic, online courses will be recorded on the transcript. A passing grade on a correspondence, electronic or online course will be year long averaged with a failing grade on a correspondence, electronic, or online course for award of credit {see EHDE (Legal}.

TWILIGHT Program

Twilight was established in 2009 by the Board of Trustees to increase the graduation rate by allowing high school students the opportunity to recover credits, repair grades, and make up for lost attendance hours before and after school.
The Twilight Program provides Austin ISD high school students with options for credit recovery, grade repair, and attendance make-up. The program assists students who are at risk by offering support during morning and after-school extended hours. This includes Saturdays at some schools. The students must meet with their respective school counselors, who will refer them to the Twilight program based on what needs to be recovered.

MULTILINGUAL EDUCATION SERVICES

All Austin ISD campuses serve multilingual students through a variety of language programming. AISD's student population is rich in cultural and linguistic diversity. The district embraces an asset-based lens with all students from the moment they join our community. Among AISD's multilingual students are Emergent Bilingual students. Emergent Bilingual students are students who are working toward Advanced English language proficiency in reading, writing, speaking, and listening, including students born in the United States and recent immigrants. Emergent Bilingual students receive instruction and support that focuses on their strengths and their journey to add more languages to their linguistic repertoire. For example, at the middle school and high school level, AISD offers ESL classes, Dual Language classes, and World Language classes to support the multilingual journey.

LPAC (LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE)

LPAC members have the following responsibilities:

- Meet within four calendar weeks of initial enrollment for identification and/or review.
- Designate the language proficiency level of each Emergent Bilingual student.
- Designate the level of academic achievement of each Emergent Bilingual student.
- Designate the initial instructional placement of each Emergent Bilingual Student (subject to parent or guardian approval).
- Facilitate the participation of Emergent Bilingual students in other special programs.
- Meet prior to state assessments for determination of appropriate assessments and designated supports.
- Reclassify students, at the end of the school year only.

For more information visit: https://www.txel.org/Parents-And-Families

STANDARDIZED TESTING FOR EMERGENT BILINGUAL STUDENTS

In addition to state-mandated tests, students who are identified as Emergent Bilingual must take TELPAS each year in the Spring. TELPAS is a state assessment that measures listening, speaking, reading, and writing in English.

GRADE 9: TELPAS for Emergent Bilingual students
GRADE 10: TELPAS for Emergent Bilingual students, Preliminary Scholastic Aptitude Test (PSAT)
GRADE 11: TELPAS for Emergent Bilingual students, Preliminary Scholastic Aptitude Test (PSAT) ACT or SAT: recommended.
GRADE 12: ELPAS for Emergent Bilingual students, ACT or SAT: Recommended

Students who entered ninth grade for the first time during or after the 2011-12 school year will take one state mandated EOC assessment for each course in which they are enrolled.

The following subjects have STAAR EOC assessments: English I, English II, Algebra I, Biology, and U.S. History.

ENGLISH AS A SECOND LANGUAGE

Austin ISD's English as a Second Language program has the following goals at its core:

- High academic achievement
- Foster critical thinking skills
- Advancement of Sociocultural Competence

In Middle School and High School, all Emergent Bilingual students take English Language Arts with a teacher certified in English as a Second Language. Many campuses offer an ESOL Language Arts course that serves as the students' English Language Arts class. In addition, campuses may offer an ESL elective for Emergent Bilingual students to develop their English language and literacy skills. Emergent Bilingual students should be placed in content courses with teachers trained in instruction that supports second language acquisition while honoring and incorporating the linguistic and cultural resources students bring to school and the strength of their bilingualism/multilingualism.

DUAL LANGUAGE

Austin ISD's Dual Language program has the following goals at its core:

- Bilingualism and biliteracy
- High academic achievement through two languages.
- The Advancement of sociocultural competence.

Austin ISD's Secondary Spanish/English Dual Language program is an inclusive experience for Spanish speakers who meet one or both criteria:

- Completed Austin ISD's K-5 or K-8 Spanish/English Dual Language Program or;
- Demonstrate Spanish Proficiency

Dual Language middle school and high school students take a minimum of two classes taught 100% in Spanish each year including one content course in Spanish and one Advanced Spanish language course.

HIGH SCHOOL SPANISH DUAL LANGUAGE COURSE SEQUENCE AND RECOMMENDATIONS

- Spanish 5 - Heroes & Monsters
- Seminar 1 LOTE: Latin American Studies
- Seminar 2 LOTE: Cine Las Américas
- Spanish Literature and Culture AP (to be taken 11th and 12th grade year)
- Advanced Language and Career Applications - (to be taken 12th grade year)
- The Spanish content courses will vary by campus in Social Studies, Science, and Math

AISD DUAL LANGUAGE SEAL OF BILITERACY

- 4 Spanish World Languages courses taken in High School with an average of 70/100.
- 4 credits in Dual Language content courses taken in High School with an overall average of 70/100.
- ELA Graduation Requirements with a 70/100 overall average.
- Portfolio and presentation including coursework and journey through Dual Language.

For information on all the available Multilingual recognitions, see the Appendix

SPECIAL EDUCATION

EMERGENT BILINGUAL STUDENTS SERVED BY SPECIAL EDUCATION

Emergent Bilingual students who receive special education services have needs related to a disability as well as needs related to second language learning. It is important for the Admission, Review and Dismissal (ARD) committees and Language Proficiency Assessment committees (LPAC) to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. ARD and LPAC committees should keep in mind that Emergent Bilingual students receiving special education services who participate in STAAR administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

Dual Language programming is shown to benefit all participating students. Many Special Education students choose to participate in Dual Language and thrive in this opportunity. Spanish-speaking Emergent Bilingual Special Education students see great benefits to learning in their home language.

GIFTED AND TALENTED (GT) STUDENTS SERVED BY SPECIAL EDUCATION OR SECTION 504 (Twice-Exceptional Learners)

Gifted and Talented students who receive special education services have needs related to a disability or learning difference and needs related to their area(s) of high intellectual or creative ability. It is important for the Admission, Review, and Dismissal (ARD) committees and teachers of Advanced courses to work together to ensure that instruction is tailored to meet each student's gifted & talented and special education needs. ARD committees should keep in mind

that Gifted and Talented students receiving special education services may still require accommodations when participating in STAAR, SAT, PSAT, Advanced Placement exams, etc. Please keep in mind that all accommodations for College Board Assessments must be approved by the College Board.

Advanced Academics programming, along with opportunities for enrichment and extension, are shown to benefit all participating students. Many Special Education students are also receiving Gifted and Talented services, and can thrive when both needs are met.

SECTION 504 SERVICES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Amended Act 2008) are non-discrimination statutes enacted by the U.S. Congress. The purpose of which is to prohibit discrimination and to ensure that students with disabilities are given a Free Appropriate Public Education (FAPE), which provides educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in one or more major life activities such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the Section 504 Resource Guide (English) or (Spanish) for more information about eligibility and services for qualifying students.

SPECIAL EDUCATION SERVICES

School districts are responsible for educating all students in the Least Restrictive Environment (LRE), ensuring that, to the maximum extent appropriate, students with and without disabilities are educated together. The district must ensure that, to the maximum extent appropriate, students with disabilities have opportunities to participate in academic, nonacademic, and extracurricular programs and activities with students without disabilities. (*see* 34 Code of Federal Regulations § 300.114 and 34 Code of Federal Regulations § 300.117)

The school district curriculum enables each student with disabilities to access the general education curriculum and in order to develop skills with support that meets the students' individual needs. These skills are developed with the support of specially designed instruction and, as needed, accommodations, modifications, related services, and/or supplementary services. The student's Admission, Review, and Dismissal (ARD) committee determines the special education services that a student needs to access and make progress in the general education curriculum.

An ARD committee includes:

- The student, when appropriate, and their parent (beginning at age 14, the student must be invited);
- District representative;
- Evaluation representative;
- At least one of the student's general education teachers;
- A special education teacher (the child's disability may also require a teacher certified in a specific area, such as visual or auditory impairment, or a person with specific knowledge and training in dyslexia);
- Related services provider, including a school health services provider, if required;
- Language Proficiency Assessment Committee representative, if the student is identified as Emergent Bilingual;
- Career and Technical Education representative, if CTE is being considered for the student or the student participates in CTE classes.

To learn about the special education referral process for children suspected of having a disability, visit the Child Find page of the Special Education website.

SPECIAL PROGRAMS IN AUSTIN ISD

VIRTUAL EDUCATION PROGRAMS

The Virtual School Program (VSP) is a non-traditional, home-based academic program that is available to junior and senior high school students. The goal of the program is to provide academic opportunities for students who are unable to participate in a traditional classroom setting most often because they are parents and/or must work full time for economic reasons. Virtual School students earn academic course credits to meet high school graduation requirements. To be considered for the VSP, a student must enroll at an AISD high school campus, be referred by a campus staff member and go through a brief interview process. VSP utilizes the same on-line curriculum as the DELTA Program.

VIRTUAL EDUCATION FOR TEEN PARENTS

Virtual Education for Teen Parents (VETP) is a non-traditional, home-based program for pregnant and parenting teens grades 9 through 11. The program allows teens the option to earn academic credits while securing appropriate child-care services. To be considered for the VETP Program, a student must enroll at a high school campus, be referred by a campus staff member, and go through a brief interview process. VETP utilizes the same Edgenuity on-line curriculum as the DELTA and VSP Programs. Students must be enrolled at an AISD high school campus and apply for admission to VSP and VETP, and upon acceptance, an academic plan is developed. VSP and VETP students spend two to four hours daily completing self-paced lessons at home on an Internet-ready laptop assigned to them. Specially trained VSP and VETP teachers meet with students twice per week for a total of five hours. Like DELTA, these programs are open-entry/open-exit programs. Contact your high school counselor, or registrar for additional information, or call the Virtual Programs office at 512-414-0148.

HOMEBOUND PROGRAM

The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound services if for medical reasons he/she is expected to be confined at home or hospital bedside for a minimum of four weeks and has a medical condition documented by a physician licensed to practice in the United States. If you have questions about the Homebound Program, contact the school nurse or the Homebound Office at 512-414-0184.

PREGNANCY RELATED SERVICES (PRS)

During pregnancy and after delivery, a student is eligible for instructional support services to stay on track in their academic courses. Services are provided when a student is: pregnant and attending classes on a campus; confined to home due to medical complications; confined during the six weeks postpartum period. For more information about PRS, contact the school nurse or the PRS Office at 512-414-0184.

WORK/STUDY CLASSES

High school vocational courses within special education are taught by Vocational Adjustment Coordinators (VAC) through two CTE innovative courses; General Employability Skills and Student to Industry Connection. Through these classes, students learn basic job skills, hard/soft skills, career exploration, and participate in work-based learning (WBL) in the community. Content can be modified to meet student needs as appropriate.

(VICTORY) VOLUNTEERS IN COMMUNITIES TUTORING OUR RESPONSIBLE YOUTH

VICTORY offers free tutoring to students in grades 1–12 at designated branches of the Austin Public Library. Students are matched with volunteers from the greater Austin community. The student/tutor pairs meet at regularly scheduled sessions in the library for a minimum of an hour each week to work on homework assignments and skills for which the student needs extra reinforcement and practice. Tutoring sessions are held in the late afternoon or early evening Monday through Thursday.

ADVANCED ACADEMICS

ADVANCED COURSES

Advanced courses support the diverse College and Career Readiness pathways that our district offers. Advanced courses are based on TEKS-aligned grade-level curriculum in which teachers modify teaching and learning using strategies that provide opportunities for students to apply, analyze, synthesize, and evaluate the content with more depth and complexity. Teachers of Advanced courses are required to maintain annual Gifted and Talented (GT) professional learning requirements.

ADVANCED PLACEMENT (AP)

The Advanced Placement program is a sequence of college-level courses taught in high schools by high school teachers with specialized training. Some middle schools may also offer AP Spanish Language & Culture. Course offerings vary from campus to campus based on course requests. See more information below in the College and Career Readiness Section.

- AP courses are offered at all Austin ISD high schools.
- AP courses are monitored and authorized by The College Board for rigorous curriculum and resources.
- Students can receive college credit based on their performance on the AP Exam.
- AP teachers are required to maintain annual Gifted and Talented (GT) professional learning requirements.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Austin ISD implements AVID at elementary and secondary campuses who choose to participate. AVID students are expected to take rigorous courses, participate in collaborative, Socratic tutorial groups, practice college readiness and executive functioning skills, such as critical reading, note taking, time management, goal setting and tracking, just to name a few. AVID students will also explore college and career options and visit colleges.

At the secondary level, students who participate in the AVID Elective must follow the campus's selection process, often including an application, interview, and voluntary commitment. See the campus AVID Coordinator for instructions. The profile of an AVID student is a student possessing "Independent Determination" towards college and career success, a GPA of 2.0-3.5., and often "Meets Grade Level" on the ELA portion of the STAAR exam. AVID students might also meet one or more of the following criteria: 1) will be first generation to graduate from college 2) receive free or reduced lunch 3) are historically underserved in 4 year universities 4) other special circumstances.

GEAR UP

GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. It is a seven year federal grant from the U.S. Department of Education promoting college readiness and success through multiple strategies and activities. This grant is not currently active in Austin ISD.

GIFTED AND TALENTED SERVICES

GT students receive services for GT STEM (Science and/or Mathematics) and GT Humanities (Language Arts and/or Social Studies). Elementary GT services are provided within a cluster-grouping model, in which small groups of GT students are assigned to teachers who complete annual GT training. Secondary students must enroll in one or more Advanced-Level courses in the area(s) for which they are GT-identified. Advanced Level course options include Advanced, Advanced Placement (AP), Magnet, International Baccalaureate (IB), and select Advanced Level Career and Technology Education (CTE) courses. Secondary teachers who provide services through Advanced courses complete annual GT training.

The Talent Explore (TE) program supports other high-ability students. When students participate in GT screening, they

can qualify for GT services or the TE Program. TE Students are identified for Talent Explore STEM (Science and/or Mathematics) or Talent Explore Humanities (Language Arts and/or Social Studies) and are cluster-grouped with other GT and TE students in elementary. At the secondary level, Advanced courses are open enrollment, and students who are identified for GT services or the Talent Explore Program should refer to the Approved Courses for Secondary GT Scheduling document when selecting courses. This document provides a list of all courses that provide supports for Secondary GT (and TE) students. Teachers of these courses must maintain their required annual GT Professional Learning.

Austin ISD conducts an annual GT Assessment and Screening process open to students in grades K-12. In alignment with TEA's State Plan for the Education of Gifted and Talented students, the identification process includes qualitative and quantitative data. Student placement decisions are made by the campus GT Committee. Parents/caregivers and students should contact their campus GT Advocate for more information.

COLLEGE AND CAREER READINESS

COLLEGE PREPARATORY/ADVANCED COURSES AND PROGRAMS

College preparatory courses are offered to students in many subject areas at every grade level in high school. These courses are designed for all students who have a desire to pursue a rigorous curriculum in any subject area. In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness from both the Advanced Placement® (AP) Program, the International Baccalaureate® (IB) Diploma Programme (DP), and the University of Texas at Austin (UT). Although not required, Advanced courses in the 9th and 10th grade are designed to prepare students to be successful in any advanced pathway, including AP, IB, Early College High School (ECHS), OnRamps, Advanced CTE,Dual Credit, AP and/or IB courses. Enrollment in Advanced, AP, IB, and OnRamps courses at the high school level is open to all students who wish to undertake a rigorous course of study. Early College High School and Dual Credit have an additional application/eligibility process.

College Board Advanced Placement® Program & AP Capstone Diploma

The College Board's Advanced Placement (AP) Program offers high school students an opportunity to take college level courses at Austin ISD campuses. Students taking AP courses in high school develop strong academic foundations and build skills for college success. Students are encouraged to pursue AP courses in areas of interest and future studies. AP Courses are available in the following areas*:

- English: English Language, English Literature
- Language: Chinese, French Language & Culture, Latin, German, Japanese, Spanish Language & Culture, Spanish Literature & Culture
- Social Studies: Human Geography, World History, United States History, Macroeconomics, Microeconomics, United States Government, Comparative Government, European History, Psychology, African American Studies
- Sciences: Biology, Chemistry, Environmental Science, Physics 1 & 2, Physics C: Electricity and Magnetism, Physics C: Mechanics
- Mathematics: Calculus AB, Calculus BC, Statistics, Precalculus
- Arts: Studio Art, Music Theory, Art History, 2D Design, 3D Design
- STEM: Computer Science Principles, Computer Science A
- Capstone: Seminar, Research

*The College Board allows students to take an AP Exam in a subject, even if they have not taken the course. All Austin ISD students enrolled in AP courses are highly encouraged to take the AP Exam(s) to demonstrate course completion to potential colleges. By law, all Texas public colleges and universities must award course credit to students who submit scores of 3 or higher on an AP Exam. Costs of these exams must be borne by the student; however, financial assistance is available.

For further information regarding the College Board AP Program at your high school, see your school counselor. Each high school also has an AP Coordinator, which can be found online.

College Board Advanced Placement® Capstone Diploma

AP Capstone is an initiative to "help students stand out to colleges, become independent thinkers, [and] develop key

academic skills. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting." ("AP Capstone", College Board)
AP Capstone consists of 2 yearlong elective courses: AP Seminar (available in 10th-12th grade) and AP Research (11th or 12th grade).
AP Seminar and AP Research are evaluated by projects throughout the school year, along with the traditional AP Exam at the end of the year.
AP Seminar students submit on a Team Multimedia Project with other students, and an Individual Multimedia Project on their own based on themed stimulus documents that change every year.
AP Research students develop a single, in-depth research project and paper on the topic of their choice, and present it at the end of the year.
Students who complete these 2 AP courses and score 3 or higher on these and 4 additional AP Exams are awarded the Capstone Diploma, a College Board indicator of college readiness and a way to stand out in college applications.
Students who receive credit for these 2 AP courses without an additional 4 AP Exams receive the AP Capstone certificate, another College Board accolade.

International Baccalaureate® Diploma Programme
The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous and comprehensive curriculum designed to meet the challenge of 21st-century college-bound and highly motivated students. Successful completion of coursework and examinations at the junior/senior level may earn students credit at colleges and universities around the world. The IB DP's broad range of subjects accommodates diverse student interests and intentions. The program motivates students to develop their academic talents while becoming proficient in language, science and mathematics and participating in an in-depth exploration of the study of human behavior and the process of educational inquiry. The student is provided with a well-rounded, Advanced academic program of study emphasizing the development of a balanced, reflective individual.

Beginning in the 11th grade, students will take IB DP coursework in the following areas: Studies in Language and Literature: English Language acquisition: French, Latin, or Spanish Individuals and Societies: History and Psychology (elective only) Sciences: Biology, Chemistry, Physics, and Computer Science Mathematics: Analysis and Approaches; Applications and Interpretations (LHS only) Arts: Visual Arts, Dance, Music, Theatre Arts. Additionally, students may choose a second science, language or another IB elective in place of an arts course. For a student to earn a full IB Diploma, he/she must achieve sufficient scores on the IB course exams. In addition, students must take the Theory of Knowledge (TOK) course, complete a commitment to Creativity, Activity, and Service (CAS), and write an Extended Essay on a topic of their choice. It is recommended that students interested in the IB Diploma take Algebra I in the 8th grade. It is highly recommended that students take Advanced core courses in 9th and 10th grade. The IB DP is open to students from any of the Austin ISD high schools. It is currently offered at Anderson High School.
For further information on the IB Programme, please contact the Anderson International Baccalaureate Programme Coordinator.

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL

AISD provides multiple opportunities to acquire college credit. Credit may be obtained through College Board approved Advanced Placement (AP) Examinations or International Baccalaureate (IB) Examinations, dual credit courses, dual enrollment courses, and articulated courses. These options are provided on various high school campuses. In all situations, students must verify how credits will be applied to both their high school transcript and their college transcript.

The Austin ISD Early College Programs is composed of Early College High School (ECHS) and Pathways in Technology Early College High School (PTECH).

Early College High School is a program agreement between Austin ISD and Austin Community College to provide an opportunity for students to earn their high school diploma and Associate of Arts in General Studies. Students can earn up to 60 FREE college credits that also satisfy their high school graduation requirements.
ECHS Campus: Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools.

Pathways in Technology Early College High School is a program agreement between Austin ISD and Austin Community

College to smooth transitional experience for students with an opportunity to receive a high school diploma, a workforce Level 1 credential, an Associate's Degree in a particular work force industry, and work-based learning education program that lead to opportunity for students to receive priority in interviewing with partnering employers. PTECH accepts 9th-10th grade in-district and out-of-district student transfers submitted through Enroll Austin (pending campus capacity). Transportation is provided at the closest AISD bus stop. Note: *Students must enroll to the P-Tech campus via Enroll Austin by the designated deadline.

EARLY COLLEGE PROGRAMS – AUSTIN COMMUNITY COLLEGE	
PTECH CAMPUS	**LEVEL 1 and ASSOCIATE'S DEGREE**
Akins Early College High School	Real Estate, Advance Manufacturing
Crockett Early College High School	Construction Management, Game Design and Coding
Eastside Early College High School	Radio, Television, and Film (RTF)
LBJ Early College High School	Business Management, Health Science
Navarro Early College High School	Computer Science
Northeast Early College High School	Cybersecurity
Travis Early College High School	Hospitality and Tourism

PROGRAM ELIGIBILITY

1. Apply using the Enroll Austin Application:
    a. All 8th Grade parents will need to complete the Enroll Austin Application, www.austinisd.org/enroll, and click "Start Your Application."
2. Parents will select the Dual Credit Program of Choice and await to be accepted into the Early College Programs.
3. TSIA2: The Texas Success Initiative 2 is a statewide assessment that students are required to pass prior to taking college-level coursework. The Texas Success Initiative Assessment provides students the opportunity to demonstrate their college readiness in English Language Arts and Reading and Mathematics to pursue a series of Advanced Academics options: Advanced Placement, Early College High School, Pathways in Technology Early College High School, Dual Credit, and OnRamps Dual Enrollment. Please note TSIA2 is not a requirement for all Advanced courses.
4. Summer Bridge Program: Incoming 9th Grade Early College Program accepted students are highly encouraged to attend the summer bridge program offered at their selected ECHS campus. Students will engage in the following sessions:
    a. TSIA2 (ENGLISH LANGUAGE ARTS AND READING)
    b. College and Career Workshops
    c. ACC Application
    d. Enrollment Steps: Apply to ACC and complete the enrollment steps as a dual credit student.
5. ECHS Students - To be eligible for the enrollment in a dual credit course offered by a public college, students must pass the TSIA assessment to meet the college's regular prerequisite requirements designated for that course (e.g. a minimum score on a specified placement test, minimum grade in a specified previous course, etc.)
6. P-TECH Students - Students are eligible to enroll in workforce courses at ACC towards earning a Level I certificate in the pathways in technology

DUAL CREDIT PROGRAM – AUSTIN COMMUNITY COLLEGE

The Dual Credit Program at Austin Community College (ACC) allows high school students the opportunity to earn college

credit while in high school. Why is the Dual Credit Program a good thing to consider?

- Students get a head start on earning college credit.
- Cost savings on tuition and fees.
- College-level work can enhance self-esteem, education, and career goals.
- Many courses are transferable to other public colleges and universities.

Students may enroll in college while still enrolled in high school to extend learning or accumulate college hours. To take college courses students must receive a counselor, dual credit coordinator, and parent approval. Students must be considered full time high school students. Students must prove college readiness through college entrance exams and are responsible for the application and registration process. This process is time sensitive. Students should check with the campus College and Career Transition Coordinator for information regarding costs associated with taking dual credit courses and check with colleges to be sure that they will accept dual credit courses. Credit earned through dual credit counts for both college and high school credit in a core content area or an elective and fulfills high school graduation requirements.

Tuition and fees are waived for in-tax district students at ACC . Types of eligible courses include core curriculum, workforce, and foreign language. Dual Credit tuition and fee waivers do not cover textbook and material fees, which must be purchased by the student.
Credit earned through dual credit counts for both college and high school credit in a core content area or an elective and fulfills high school graduation requirements.

DUAL CREDIT PROGRAM – LAMAR STATE COLLEGE ORANGE (LSCO)

The Dual Credit Program at Lamar State College Orange (LSCO) allows high school Cosmetology students the opportunity to earn college credit while in high school. Eligible high school students can enroll in college courses from an institution of Higher Education(IHE) and receive credit for courses from Austin ISD and the IHE. Why is this Dual Credit Program a good thing to consider?

- Students get a head start on earning college credit.
- Cost savings on tuition and fees. (No cost to students)
- College-level work can enhance self-esteem, education, and career goals.
- College-level Cosmetology courses are taught by the student's Cosmetology Teacher who is an approved embedded adjunct faculty instructor for LSCO.
- Students are pursuing a Level I Certificate and are not required to be TSI complete.

Students may enroll in college while still enrolled in high school to extend learning or accumulate college hours. To take the Cosmetology college courses, students must receive approval from an approved Cosmetology Teacher, and parent approval. Students must be considered full time high school students. Students are responsible for the application and registration process. This process is time sensitive. Credit earned through this dual program counts for both college and high school credit and fulfills high school graduation elective requirements.

DUAL ENROLLMENT- ONRAMPS- UNIVERSITY OF TEXAS AT AUSTIN

OnRamps course options through the University of Texas at Austin provide a true dual enrollment experience. A student who enrolls in an OnRamps course is placed in two separate courses for which they earn two separate grades:

1. High school course taught by an Austin ISD teacher who receives yearlong, research-based professional learning and development on the most effective techniques and technologies
2. A distance college course taught by a UT faculty member or instructor of record

Work and grades for the high school and college courses are kept separate, and one does not affect the other. In both courses, students are challenged with rigorous content, encouraged to take ownership of their learning, and equipped with the skills they need to
support their transition beyond high school.

Students are not required to complete a placement assessment (such as TSIA 2.0) or application to enroll in any OnRamps course. Some specific courses have prerequisites to ensure a student is prepared for the material.

Students can earn transferable UT credit for their OnRamps college course when they meet a minimum grade requirement. Students who earn college credit have the choice to accept or decline the credit based on their college

goals. Accepted credits appear on an official UT transcript with the final college letter grade, which may factor into a student's college GPA, depending on the college's policies. Students who decline college credit will not have a UT transcript. Declining credit has no impact on a student's financial aid status.

College credit earned for a letter grade of C- or above for courses with a Core Curriculum designation are required by law to transfer to any public higher education institution in Texas. Private and out-of-state colleges and universities have also accepted credit transfers, based on their varying policies.

COMPARING DIFFERENT ADVANCED OPTIONS

There are several ways to save time and money by earning college credits in high school. Advanced Placement courses, articulated courses, UT OnRamps dual enrollment courses, dual credit courses, the Early College High School Program, and the International Baccalaureate Diploma Programme are all options available to students.

Universal advice: Always begin with the end in mind. Each college/university determines what they will and will not grant credit for and whether that will apply as credit only or impact GPA. It is imperative that students research these institutions as they make their course decisions in high school.
See more information about the differences between Advanced Placement, Dual Credit, Early College High School, UT OnRamps below, and Pathways in Technology (PTECH) below.

PROGRAM	ADVANCED PLACEMENT (AP)	DUAL CREDIT (DC)/ EARLY COLLEGE HIGH SCHOOL (ECHS)	DUAL ENROLLMENT (UT ONRAMPS PROGRAM)	PATHWAYS IN TECHNOLOGY (PTECH)
DESCRIPTION	The AP Program allows students to take college-level courses and the related AP Exam, to potentially earn college credit while still in high school.	Dual Credit allows students to simultaneously earn high school and college credit by successfully completing Austin Community College (ACC) courses.	Dual Enrollment allows students to earn high school, and potentially earn college credit while still in high school, by taking courses designed by the University of Texas and completing a specialized, college level curriculum.	P-TECH allows students to simultaneously earn high school and workforce college credit by successfully completing Austin Community College (ACC) courses.
GPA AND RANK	AP courses are weighted.	DC courses are weighted.	UT On Ramps courses are weighted.	DC courses are weighted.
COLLEGE CREDIT	College credit is granted when students pass the AP Exam. Individual colleges and universities, not the College Board nor the AP program, grant college course credit and placement.	College credit is awarded when the student passes the course. Students in ECHS may earn up to an Associate's Degree.	Students receive weighted high school credit when they successfully complete the course. Students also receive college credit if they qualify for and pass the college portion of the course.	College credit is awarded when the student passes the course. Students in P-TECH may earn a Level I Certificate and/or an Associate's Degree.

TEACHERS/ INSTRUCTORS	Courses are taught by high school teachers using a curriculum approved by The College Board.	Taught by ACC instructors and/or high school teachers who serve as adjunct professors with ACC.	Taught by high school teachers in collaboration with University of Texas faculty.	Taught by ACC instructors and/or high school teachers who serve as adjunct professors with ACC.
COLLEGE/UNIVERSITY ACCEPTANCE	Accepted throughout the nation. Requires a score of 3 or higher on the AP Exam in TX. Contact individual colleges/universities for their AP policy.	Accepted at public colleges and universities in Texas, and many private institutions. Check with individual colleges/universities for academic requirements.	Guaranteed to be accepted at any public university in Texas. Accepted at most private universities. Check with individual colleges/universities for academic requirements.	Accepted at public colleges and universities in Texas, and many private institutions. Check with individual colleges/universities for academic requirements.
LOCATION	AP courses are taught on the HS campus.	Some dual credit courses are taught on the HS campus. Students also take dual credit courses on ACC campuses.	UT OnRamps Dual Enrollment courses are taught on the HS Campus.	Some dual credit courses are taught on the HS campus. Students also take dual credit courses on ACC campuses.
ELIGIBILITY	Open to any student. Students are expected to have the skills and knowledge from prior advanced courses, and be motivated to work outside the school day on college level material.	Students must qualify by taking the Texas Success Initiative (TSI) test. The TSI test is offered free of charge at your high school, or for a fee at ACC campuses outside the district.	Open to students who show high achievement, but who wish to experience a college-level course, and are motivated to work outside of the school day on college level material.	Students must qualify by taking the Texas Success Initiative (TSI) test. The TSI test is offered free of charge at your high school. However, students who have not met the TSIA requirements will have the opportunity to enroll in workforce courses at ACC towards earning a Level I Certificate.
COST	AP courses are free. There is a fee for the corresponding AP Exams. This fee is reduced for students who qualify for the free/reduced meal program.	Dual Credit courses at ACC campuses are currently free with a tuition waiver, providing the student is meeting Satisfactory Academic Progress (SAP).	UT OnRamps Dual Enrollment courses are currently free for students in Austin ISD.	This program of choice is FREE for all enrolled students. P-TECH provides free transportation for enrolled scholars in/out of district zones.

TEXTBOOKS	Provided by the school.	For Dual Credit, students/families are responsible for the cost of textbooks. For ECHS, Austin ISD is responsible for textbooks.	Provided by the school and campus staff.	For P-TECH, Austin ISD is responsible for textbooks.

COLLEGE ENTRANCE EXAMS

Colleges and universities weigh admissions decisions in part based on the student performance on the ACT and/or SAT exams. SAT/ ACT exam scores are not only used for admissions criteria; these scores can be used to determine scholarship and financial awards.

All Austin ISD students have exposure to the SAT Suite of Assessments from 10th to 11th grade. From this testing opportunity, Austin ISD students are provided feedback in terms of strengths and weaknesses on skills needed to be successful on the SAT/ACT.

In 10th and 11th grade students take the PSAT. In the 11th grade, the PSAT is also considered for the National Merit Scholarship Qualifying Test (NMSQT). In the spring of junior year, students take admissions exams to demonstrate their readiness for college level work through the SAT School Day assessment. Students may also choose to take the SAT or ACT during the national Saturday administrations. The first step in preparation is researching target schools to determine SAT/ACT admission score requirements. Students should set score goals and commit to focused practice using IXL, Khan Academy and SAT/ACT preparatory resources.

AUTOMATIC ADMISSION TO TEXAS PUBLIC COLLEGES AND UNIVERSITIES

The Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must:

- Earn a grade point average in the top 10 percent of his/her high school graduating class.
- Graduate from a Texas public or private high school.
- Successfully completed the requirements for the Distinguished Level of Achievement on the Foundation High School Program (FHSP).
- Apply for admission to a state college or university within the first two school years after graduation from high school. Colleges and universities may require essays, letters of recommendation, admissions and placement tests, and an official high school transcript.
- Students should connect with their Austin ISD College and Career Advisor and Counselor.

Senate Bill 175, passed by the 81st Texas Legislature, allows The University of Texas at Austin to limit automatic admission to 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students. The University of Texas at Austin announced that for the class of 2026, they will automatically admit applicants who rank within the top 5% of their high school graduating class starting in the Summer/Fall 2026 and Spring 2027 academic semester.

TEXAS SUCCESS INITIATIVE - TSIA2

The TSI Assessment (TSIA2) is part of the Texas Success Initiative enacted by the Texas State Legislature and designed to determine a student's readiness for college-level coursework in the general areas of English Language Arts and Reading and Mathematics.

The TSIA, or one of its exemptions, has been required of Texas students entering a Texas college or university for either Early College Programs, dual credit, or traditional college experience. The TSIA is administered through the College Board's ACCUPLACER digital platform.

TSIA2 Passing Scores

Students scoring at or above the passing scores are considered "college ready" and eligible to enroll in an entry level college course:

- English Language Arts and Ready: 5 on the essay and a minimum score of 945 on the ELAR CRC or 5 on the diagnostic section.
- Mathematics: a minimum score of 950 on the Math CRC or 6 on the diagnostic section.

TSIA2 Exemptions

A student shall be exempted from taking the TSIA2 if the student has:

- **ACT:** Administered on or after February 15th, 2023: a combined score of 40 on the English and Reading test shall exempt the TSIA2 ELAR section and a score of 22 on the mathematics section to exempt the TSIA2 Math section. There is no longer a composite score required.
- **SAT:** administered after March 2016 and earned a minimum score of 480 Evidence-Based Reading and Writing and 530 in Mathematics sections.

Austin Community College: College Readiness Waivers

In addition to the TSIA2 and the TSIA2 Exemptions listed above, students enrolled in high school also qualify for the additional college readiness waivers established by the Texas Higher Education Coordinating Board to begin taking dual credit college level coursework.

- **STAAR English III:** a minimum score of 4000.
- **STAAR Algebra II:** a minimum score of 4000 with a 70+ average in their high school Algebra II course.

Although the STAAR Algebra II and English III postsecondary readiness assessments are optional assessments for districts, Austin ISD does not offer STAAR English III and STAAR Algebra II.

MILITARY READINESS - ASVAB

The Armed Services Vocational Aptitude Battery Career Exploration Program (ASVAB CEP) is a free program offered by the Department of Defense that consists of:

- The ASVAB multiple aptitude test
- Interested Self-Assessment
- Career Exploration Tool

The ASVAB CEP is available for all students interested in exploring their career options, not only students who are interested in either enlisting or building a career in the US Armed Forces.

FINANCIAL AID APPLICATIONS AND HS GRADUATION REQUIREMENTS

House Bill 3 Financial Aid Graduation Requirement

Beginning with the Class of 2022, House Bill 3 established the requirement that each student must do one of the following in order to graduate:

1. Complete and submit a Free Application for Federal Student Aid (FAFSA) or;
2. Complete and submit a Texas Application for State Financial Aid (TASFA) or;
3. Submit a signed opt-out form: English/Spanish

Seniors and their parents/guardians should reach out to their Austin ISD college and career advisor or counselor for assistance in completing their financial aid application.

Free Application for Federal Student Aid (FAFSA)

The FAFSA is a free application available at https://studentaid.gov beginning October 1st of each year for the upcoming school year (i.e., Class of 2025 should complete the 2025-2026 FAFSA). It is an online application that should be completed during the student's senior year in high school. Completing the FAFSA may qualify a student for federal and state grants, federal work study programs, and federal student loans. Additionally, students could qualify for additional institutional scholarships at colleges or universities. The Texas priority deadline is January 15th which would maximize the amount of federal and state funds available for students.

FAFSA Eligibility

- United States Citizen or;
- United States Permanent Resident (I-551 or I-151 visa) or;
- United States Conditional Permanent Resident (I-551C visa) or;
- Eligible Noncitizen with an Arrival/Departure (I-94 visa)

Texas Application for State Financial Aid (TASFA)

The TASFA is a free application for Texas residents which determines whether students are eligible for state financial aid. This application is for students who are not eligible for federal financial aid and therefore do not complete the FAFSA. TASFA applicants usually include students who are non-citizens or non-permanent residents of the United States. This application becomes available on the same date that the FAFSA becomes available, usually October 1st.

Completing the TASFA may qualify a student for state and institutional financial aid programs administered by institutions of higher education in Texas. The TASFA priority deadline is January 15th which would maximize the amount of federal and state funds available for students.Note: For the first time in 2023-24, the FAFSA will be available as both a paper and an online application. The TASFA can be found at https://www.highered.texas.gov/our-work/empowering-our-students/tasfa/

TASFA Eligibility

- Graduate from a public or private high school, or receive a high school equivalency, in Texas and;
- Reside in Texas for at least three consecutive years (36 months) leading up to high school graduation or receiving a high school equivalency and;
- Reside in Texas for 12 consecutive months right before the semester the student enrolls in college and;
- Provide the institution a notarized affidavit stating that the student will submit an application to become a United States permanent resident as soon as they are eligible to do so.

College, Career, and Military Ready (CCMR)

Are you ready for life after high school?



The Texas Education Agency (TEA) has defined a set of indicators that students can earn to be considered College, Career or Military-ready. Students **must meet ONE or more** of these CCMR indicators during 9th-12th grade to be College, Career or Military-ready per the 2025 TEA Accountability Manual.

To be CCMR Met you need to earn ONE OR MORE of the following:

Earn one from each subject area to be TSI Met

Reading/ELA

- ☐ **SAT:** 480+
- ☐ **ACT:** 40+ (combined)
- ☐ **TSIA2 Diagnostic:** 5+ **AND** 5+ (Essay)
- ☐ **Pass College Prep ELA** (course and final)

Mathematics

- ☐ **SAT:** 530+
- ☐ **ACT:** 22+
- ☐ **TSIA2:** 950+
- ☐ **Pass College Prep ELA** (course and final)

OR earn at least one of the following

- ☐ **Dual Credit:** 3 credit hours in Math or English dual credit course **OR** complete at least 9 credit hours in any other dual credit courses
- ☐ **OnRamps:** complete and qualify for college credit in an OnRamps course
- ☐ **Advanced Placement (AP):** score a 3 or higher on an AP exam
- ☐ **International Baccalaureate (IB):** score a 4 or higher on an IB exam (Anderson HS only)

- ☐ **CTE Industry Based Certification (IBC):** earn IBC **AND** be a program of study completer
- ☐ **Level I/II Certificates:** completion of required coursework to complete a Level I or II certificate
- ☐ **IEP Completion:** successful completion of IEP goals under 54/55 or 34D endorsement
- ☐ **Military:** Enlist in the Armed Forces or Texas National Guard

AUSTIN Independent School District | College, Career & Military Readiness

FOUR YEAR PLAN PLANNING DOCUMENT

Students will begin their high school 4-year planning process during the 8th grade school year. Parents will be required to sign-off on the 4-year plan by the end of the student's 9th grade school year. Counselors will meet with students and parents annually to review graduation plans. Please review specific graduation plan requirements and options when completing your 4-year plan.

NAME:			DATE:	
ENDORSEMENT AREA: (Please check at least one endorsement area)				
ARTS AND HUMANITIES	BUSINESS AND INDUSTRY	PUBLIC SERVICE	STEM	MULTIDISCIPLINARY
PROGRAM OF STUDY: (please list all that apply)				

9TH	10TH	SUMMER	11TH	SUMMER	12TH
ENGLISH I	ENGLISH II		ENGLISH III		ENGLISH IV
MATH	MATH		MATH		MATH
BIOLOGY	SCIENCE		SCIENCE		SCIENCE
WORLD GEOGRAPHY	WORLD HISTORY		U.S. HISTORY		GOVERNMENT/ ECONOMICS

COURSE INFORMATION KEY

MOST COURSES WILL BE FORMATTED USING THE FOLLOWING STYLE:	
COURSE NAME	ENGLISH I
CREDIT	1.0 ENGLISH LANGUAGE ARTS CREDIT
GRADE LEVEL	9-12
COURSE NUMBER	1013.R000.Y Y - YEARLONG COURSE X - SEMESTER LONG COURSE
SERVICE ID/PEIMS #	03220100
PREREQUISITES	Recommended: Official promotion to or placement in high school
DESCRIPTION	Students in English I-IV study the author's craft of literary and informational genres, compare genres, and use analysis of texts to improve their own writing. In each course, students integrate the use of increasingly sophisticated language skills within the writing process. Students produce a variety of compositions using technology to aid revising, editing, publishing, and research. Students create and deliver oral presentations that include the use of visual representations.
ENDORSEMENT KEY	
The following letters indicate when a specific course is included in a sequence of courses that may satisfy an Endorsement pathway. Please check course availability with your high school counselor.	
S	SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)
B	BUSINESS & INDUSTRY
P	PUBLIC SERVICE
A	ARTS & HUMANITIES
COLLEGE CREDIT KEY	
The following letters indicate when a specific course can count toward college credit. Please check course availability with your high school counselor.	

B	DUAL CREDIT COURSE: SEE APPENDIX B
C	CAREER AND TECHNICAL COLLEGE ARTICULATED COURSES: SEE APPENDIX C



AGRICULTURE, FOOD & NATURAL RESOURCES

*The **Agriculture, Food and Natural Resources Career Cluster** focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.*

Agriculture, Food, and Natural Resources focus on the essential elements of life- water, air, food, and land. Individuals who work in this area include farmers and ranchers as well as conservationists protecting wilderness and wildlife. This Pathway encompasses everything from putting food on our tables to turning raw materials into products everyone uses. For students in this program, the Earth is one giant classroom full of natural wonders to explore. If you love to be outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then Agriculture, Food, and Natural Resources may be the right career choice for you.

CLUBS AND ORGANIZATIONS

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education. This national organization exists to increase awareness of the global and technological importance of agriculture and encourage achievement in supervised agriculture experience programs. FFA members believe in the motto of: Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
AWS D9.1SHEET METAL WELDING CERTIFIED VETERINARY ASSISTANT (LEVEL 1) ELANCO VETERINARY MEDICAL APPLICATIONS TEXAS STATE FLORIST ASSOCIATION (LEVEL 1&2)	**ENVIRONMENTAL ENGINEERS** **28%** JOB GROWTH IN TEXAS **$100,248** AVERAGE SALARY **VETERINARIANS** **26%** JOB GROWTH IN TEXAS **$103,160** AVERAGE SALARY **ENVIRONMENTAL SCIENTISTS** **25%** JOB GROWTH IN TEXAS **$75,421** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

Agriculture, Food, And Natural Resources
Recommended Course Sequence

<table>
<tr><th colspan="4">PROGRAM OF STUDY</th></tr>
<tr><th colspan="2">Animal Science</th><th>Agricultural Technology & Mechanical Systems</th><th>Environmental and Natural Resources</th><th>Plant Science</th></tr>
<tr><td colspan="5">Principles of Agriculture, Food, and Natural Resources</td></tr>
<tr><td>Equine Science</td><td>Small Animal Management</td><td rowspan="2">Agriculture Mechanics And Metal Technologies OR Agricultural Structures Design And Fabrications</td><td rowspan="2">Wildlife, Fisheries, And Ecology Management</td><td rowspan="2">Floral Design OR Greenhouse Operation And Production</td></tr>
<tr><td colspan="2">Livestock Production</td></tr>
<tr><td colspan="2">Veterinary Medical Applications</td><td>Practicum In Agriculture, Food, & Natural Resources I</td><td>Range Ecology And Management OR CTE Project Based Capstone</td><td>Advanced Floral Design OR Horticultural Science</td></tr>
<tr><td colspan="2">Advanced animal science or practicum in agriculture, food, and natural resources I</td><td>Practicum In Agriculture, Food, & Natural Resources II</td><td>Practicum In Agriculture, Food, & Natural Resources I OR CTE Project Based Capstone</td><td>Practicum In Agriculture, Food, & Natural Resources I OR CTE Project Based Capstone</td></tr>
</table>

PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES
Credit: 1 (Elective Credit)
Grade: 9-12 **Course:** 8300.R(Y) **PEIMS:** #13000200
Prerequisite: NONE
Principles of Agriculture, Food, and Natural Resources is designed to allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. Students will focus on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

LIVESTOCK AND POULTRY PRODUCTION
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8301.H(Y)
PEIMS: #13000300
Prerequisite: *A minimum of two credits with at least one course in a Level 2 or higher course from the AFNR Career Cluster*.
Livestock Production is designed to allow students to acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, the students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

SMALL ANIMAL MANAGEMENT
Credit: .5 (Elective Credit)
Grade: 10-12
Course: 8302.R(X)
PEIMS:#13000400
Prerequisite: NONE
Small Animal Management is designed to allow students to acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students will perform procedures in fecal and blood testing, basic grooming, and using available laboratory equipment.

EQUINE SCIENCE
Credit: .5 (Elective Credit)
Grade: 10-12
Course: 8303.R(X)
PEIMS:#13000500
Prerequisite: NONE
Equine Science is designed to allow students to acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce,
apply, and transfer their knowledge and skills in a variety of settings.

VETERINARY SCIENCE (formerly VETERINARY MEDICAL APPLICATION)
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8304.H(Y)
PEIMS: #13000600
Prerequisite: *Equine Science, Small Animal Management or Livestock Production*
Veterinary Science, (formerly Veterinary Medical Applications) is designed to cover topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students will demonstrate appropriate methods of handling a variety of animal behaviors, mathematical calculations used in veterinary medicine, demonstrates how to safely operate and maintain equipment, demonstrate animal care skills such as administering medications, nail trimming, bathing, grooming, ear cleaning, expressing anal sacs, dental prophylaxis, enema administration, and identification of animals, demonstrate therapeutic care such as patient observation, maintaining and administering fluids, applying bandages, caring for open wounds, and managing hydrotherapy and physical therapy.

ADVANCED ANIMAL SCIENCE
Credit: 1 (Science credit)
Grade: 11-12
Course: 8306.H(Y)
PEIMS: #13000700
Prerequisite: *Biology and Chemistry or Integrated Physics and Chemistry(IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science or Livestock Production. Recommended Veterinary Science. Students must meet the 40% laboratory and fieldwork requirement.*
Advanced Animal Science is designed to examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain

academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. By Texas law this course must contain 40 percent lab and field investigations. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom.
This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

PROFESSIONAL STANDARDS AND Communication IN AGRIBUSINESS
Credit: 1.0 (Elective Credit)
Grade: 10-12
Course: 8307.R(X)
PEIMS: #13000800
Prerequisite: NONE
Professional Standards in Agribusiness is designed to primarily focus on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations.

AGRIBUSINESS MANAGEMENT AND MARKETING
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8308.R(Y)
PEIMS: #13000900
Prerequisite: NONE
Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8305.R(Y)
PEIMS: #13001000
Prerequisite: *Algebra I. Recommended: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.*
Mathematical Applications in Agriculture, Food, and Natural Resources is designed to allow students to apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. This course satisfies a high school mathematics graduation requirement.

WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8321.H(Y)
PEIMS: #13001500
Prerequisite: NONE
Wildlife, Fisheries, and Ecology Management is designed to examine the management of game and nongame wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

RANGE ECOLOGY AND MANAGEMENT
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8323.R(Y)
PEIMS: #13001600
Prerequisite: NONE
Range Ecology and Management is designed to develop students' understanding of rangeland ecosystems and sustainable forage production. To prepare for careers in environmental and natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for Agriculture, Food, and Natural Resources, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

FLORAL DESIGN
Credit: 1 *(Fine Arts)*
Grade: 9-12
Course: 8348.H(Y)
PEIMS: #13001800
Prerequisite: NONE
Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students will be demonstrating the technical skills in making arrangements.

ADVANCED FLORAL DESIGN
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8349.H(Y)
PEIMS: #13001850
Prerequisite: *Floral Design*
Advanced Floral Design is designed to let students build on the knowledge from Floral Design and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Students will be demonstrating the technical skills in making arrangements.

HORTICULTURAL SCIENCE
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8327.H(Y)
PEIMS: #13002000
Prerequisite: *At least one credit in a course from the AFNR career cluster*
Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture, the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

ADVANCED ENERGY AND NATURAL RESOURCE TECHNOLOGY
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8324.H(Y)
PEIMS: #13001200
Prerequisite: *A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster and Energy and Natural Resource Technology.*
Advanced Energy and Natural Resource Technology is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition, renewable, sustainable, and environmentally friendly practices will be explored. To prepare for careers in the field of energy and natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to energy and natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

GREENHOUSE OPERATION AND PRODUCTION
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8341.R(Y)
PEIMS: #13002050
Prerequisite: NONE
Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

ADVANCED PLANT & SOIL SCIENCE
Credit: 1 *(Science Credit)*
Grade: 11-12
Course: 8342.H(Y)
PEIMS: #13002100
Prerequisite: *Biology; either Chemistry or Integrated Physics and Chemistry(IPC);Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design*
Advanced Plant and Soil Science is designed to provide a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. By Texas law this course must contain at least 40 percent lab and field investigations.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8343.H(Y), 8343.R(Y)
PEIMS: #13002200
Prerequisite: *Principles of Agriculture, Food, and Natural Resources*
Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. The student performs appropriate cold and hot metal techniques.

AGRICULTURAL STRUCTURES DESIGN AND FABRICATION
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8345.H(Y), 8345.R(Y)
PEIMS: #13002300
Prerequisite: *Agricultural Mechanics and Metal Technologies*
Agricultural Structures Design and Fabrication is designed to let students explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. The student demonstrates principles of facilities design and fabrication related to agricultural structures. The student constructs agricultural structures using appropriate technology

PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES I
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8310.H(Y)
PEIMS: #13002500
Prerequisite: *Minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster.*
Practicum in Agriculture, Food, and Natural Resources is designed to give students a supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Areas of specialized study could include Horticulture, Vet Med, and Ag Mechanics. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES (2nd Time Taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8312.H(Y)
PEIMS: #13002510
Prerequisite: Practicum in Agriculture, Food & Natural Resources (1st Time Taken)
Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Areas of specialized study could include Horticulture, Vet Med, and Ag Mechanics. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

ARCHITECTURE AND CONSTRUCTION

*The **Architecture and Construction Career Cluster** focuses on designing, planning, managing, building, and maintaining the built environment.*

Have you ever thought about the structures around you? An architect played a role in determining aspects of the structure, such as how tall it would be and where the walls and doorways would be located. The architect drew up plans that guided teams of people as they went about constructing the building that included: plumbers, electricians, masons, roofers, and framers. After the building is finished, another team of people manage and maintain it, and keep equipment up and running. If you like to design and build things, or are interested in project management, then Architecture and Construction may be the right career choice for you.

CLUBS AND ORGANIZATIONS

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA accelerates student achievement and supports teachers by providing engaging opportunities to develop STEM skills.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
CORE ELECTRICAL APPRENTICESHIP CERTIFICATE LEVEL 1 (520)	**CONSTRUCTION MANAGERS** **24%** JOB GROWTH IN TEXAS **$95,072** AVERAGE SALARY **ELECTRICIANS** **27%** JOB GROWTH IN TEXAS **$54,769** AVERAGE SALARY **HVAC TECHNICIANS** **21%** JOB GROWTH IN TEXAS **$48,722** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

ARCHITECTURE AND CONSTRUCTION RECOMMENDED COURSE SEQUENCE	
PROGRAM OF STUDY	
ELECTRICAL	**CARPENTRY**
PRINCIPLES OF CONSTRUCTION	
ELECTRICAL TECHNOLOGY I	CONSTRUCTION TECHNOLOGY I
ELECTRICAL TECHNOLOGY II	CONSTRUCTION TECHNOLOGY II
PRACTICUM IN CONSTRUCTION TECHNOLOGY + EXTENDED PRACTICUM IN CONSTRUCTION TECHNOLOGY	PRACTICUM IN CONSTRUCTION TECHNOLOGY

PRINCIPLES OF CONSTRUCTION
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8400.HT00.Y/H0, 8400.R000.Y
PEIMS: #13004220
Prerequisite: NONE
Principles of Construction is designed to introduce students to concepts, safety, and skills in construction fields. Students complete hands-on projects in a variety of areas, including construction drawings, measurement systems, hand and power tools for construction, and careers in architecture and construction fields. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

CONSTRUCTION TECHNOLOGY I
Credit: 2 (Elective Credits)
Grade: 10-12
Course:8410.HT00.Y/H0, 8410.R000.Y
PEIMS: #13005100
Prerequisite: Recommended: Principles of Construction or Principles of Architecture.
Construction Technology is designed to allow students to gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for postsecondary studies in construction management, architecture, or architectural engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, building codes, and framing. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

CONSTRUCTION TECHNOLOGY II
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8420.H(Y)
PEIMS: #13005200
Prerequisite: Construction Technology I
Construction Technology II is designed to allow students to gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for postsecondary study in construction management, architecture, or architectural engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

PRACTICUM IN CONSTRUCTION TECHNOLOGY
Credit: 2 (Elective Credits)
Grade: 12
Course: 8411.H(Y)
PEIMS: #13005250 (first time taken), #13005260 (second time taken)
Prerequisite: Construction Technology II; Building Maintenance Technology II; Electrical Tech II; HVAC; Plumbing Tech I; Mill & Cabinet Making Tech
Practicum in Construction Technology is designed to challenge students with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

ELECTRICAL TECH I-II
Credit: 1-2 (Elective Credit)
Grade: 10-12
Course: Course: 8401.N.(X) (1 credit), 8402.N.(X) (2 credits)
PEIMS: #13005600 (1 credit), #13005700 (2 credits)
Prerequisite: Recommended: Principles of Architecture or Principles of Construction. Prerequisite for Electrical Tech II: Electrical Tech I
Electrical Technology is designed to allow students to gain knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

HEATING, VENTILATION, AND AIR CONDITIONING (HVAC) AND REFRIGERATION TECHNOLOGY I
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8403.R (1 credit)
PEIMS: #13005800
Prerequisite: Recommended: Principles of Architecture or Principles of Construction. Prerequisite for Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II
Electrical Technology is designed to allow students to gain knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation

Arts, Audio Visual Technology, and Communications

*The **Arts, Audio/Video Technology, and Communications** cluster program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.*

Opportunities are available to entertain and inform through an ever-growing array of new media forms. A world of audio/video (A/V) technology and communications professionals—including producers and directors, print and electronic journalists, website designers, video game programmers, and multimedia artists—make it all possible. If you have a calling to be creative, yearn to express yourself, or love using new technologies, then careers in Arts, A/V Technology, and Communications may be the right choice for you.

CLUBS AND ORGANIZATIONS

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
ADOBE CERTIFIED PROFESSIONAL IN • ILLUSTRATOR • PHOTOSHOP • PREMIERE PRO • INDESIGN • ILLUSTRATOR DIGITAL VIDEO PRODUCTION FOUNDATIONS (NOCTI)	**SOFTWARE DEVELOPERS** **36%** JOB GROWTH IN TEXAS **$111,705** AVERAGE SALARY **ART DIRECTORS** **18%** JOB GROWTH IN TEXAS **$81,926** AVERAGE SALARY **CAMERA OPERATORS** **20%** JOB GROWTH IN TEXAS **$48,422** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

ARTS, AUDIO VISUAL TECHNOLOGY AND COMMUNICATIONS RECOMMENDED COURSE SEQUENCE	
PROGRAM OF STUDY	
DIGITAL COMMUNICATIONS	**GRAPHIC DESIGN & INTERACTIVE MEDIA**
PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS **OR** DIGITAL DESIGN AND MEDIA PRODUCTIONS	
AUDIO/VIDEO PRODUCTION I **OR** DIGITAL AUDIO TECHNOLOGY I	GRAPHIC DESIGN AND ILLUSTRATION I **OR** ANIMATION I **OR** COMMERCIAL PHOTOGRAPHY I **OR** FASHION DESIGN **OR** VIDEO GAME PROGRAMMING
AUDIO/VIDEO PRODUCTION II **OR** DIGITAL AUDIO TECHNOLOGY II	GRAPHIC DESIGN AND ILLUSTRATION II **OR** ANIMATION II **OR** COMMERCIAL PHOTOGRAPHY II **OR** FASHION DESIGN II **OR** ADVANCED VIDEO GAME PROGRAMMING **OR** DIGITAL ART AND ANIMATION **OR** WEB GAME DEVELOPMENT
PRACTICUM IN AUDIO/VIDEO PRODUCTION I **OR** PRACTICUM IN ENTREPRENEURSHIP	PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION I* **OR** PRACTICUM IN ANIMATION I* **OR** PRACTICUM IN COMMERCIAL PHOTOGRAPHY I* **OR** PRACTICUM IN FASHION DESIGN I* **OR** INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS **OR** INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES **OR** CAREER PREPARATION FOR PROGRAMS OF STUDY

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS
Credit: 1 (Elective Credit)
Grade: 9
Course: 8500.R(Y)
PEIMS: #13008200
Prerequisite: NONE
Principles of Arts, Audio/Video Technology, and Communications is designed to focus on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Students will develop knowledge and skills related to information management, presentation, animation, video technology, printing and desktop publishing.

DIGITAL COMMUNICATIONS IN THE 21ST CENTURY
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7009.R(Y)
PEIMS: #03580610
Prerequisite: NONE
Digital Communications in the 21st Century is designed to prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Student use of the process-and-product approach provides authentic platforms from which students will be able to demonstrate effective application of multimedia tools within the contexts of global communications and collaborative communities and appropriately share their voices with authoritative stakeholders

and propose suggested solutions to affect change that concerns their future. Students discuss the implications of misinformation in the media, digital manipulation of photographic imagery, video, and audio recordings, and more with regard to how consumers can determine what is true and what is a lie.

PROFESSIONAL COMMUNICATIONS
Credit: 0.5 (Elective Credit)
Grade: 9-12
Course: 8502.R(X)
PEIMS: #13009900
Prerequisite: NONE
Professional Communications is designed to blend written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

ANIMATION I
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8501.R(Y), 8501.HA(Y)
PEIMS: #13008300
Prerequisite: Recommended: Art I or Principles of Art, Audio/Video Technology, and Communications.
Animation I is designed to develop skills that span all aspects of motion graphics. Within this context, in addition to developing Advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry and create two- and three-dimensional animations. This course assists students seeking careers in the animation industry and prepares them with the technical knowledge and skills necessary to create multimedia content.

ANIMATION II
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8520.HA(Y)
PEIMS: #13008400
Prerequisite: Animation I
Animation II is designed to develop a deeper understanding of all aspects of motion graphics. In addition to developing advanced knowledge and skills needed for success, the students will be expected to create two- and three-dimensional animations. Students will be expected to analyze career opportunities in the animation industry. The course assists students seeking careers in the animation industry and prepares them with the technical knowledge and skill necessary to create multimedia animations and motion graphics.

PRACTICUM IN ANIMATION
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8515.HA(Y)
PEIMS: #13008450
Prerequisite: Animation II and Animation II Lab
Practicum in Animation is designed to build upon the concepts taught in Animation II. Students will be expected to develop an increasing understanding of the industry with a focus on developing Advanced technical knowledge and skills by applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

AUDIO/VIDEO PRODUCTION I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8511.R(Y), 8511.HT(Y)
PEIMS: #13008500
Recommended Prerequisite: Principles of Arts, Audio/Technology, and Communications
Audio Video Production I is designed to span all aspects of the audio/video communications industry. Students will be expected to develop technical knowledge and skills needed for success in audio/video technology and film production. Students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

AUDIO/VIDEO PRODUCTION II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8521.R(Y), 8521.HA(Y)
PEIMS: #13008600
Prerequisite: Audio/Video Production I
Audio Video Production II is designed to build upon the concepts taught in Audio/Video Production in addition to developing the advanced knowledge and skills needed for success in Arts, Audio/Video Technology, and Communications careers. Students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

PRACTICUM IN AUDIO/VIDEO PRODUCTION (1st time taken)
Credit: 2 (Elective Credit)
Grade: 11-12
Course: 8513.HA(Y)
PEIMS: #13008700
Prerequisite: Audio/Video Production II and Audio/Video Production II Lab
Practicum of Audio Video Production I is designed to build upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in Arts, Audio/Video Technology, and Communications careers. Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

PRACTICUM IN AUDIO/VIDEO PRODUCTION (2nd time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8523.HA(Y)
PEIMS: #13008710
Prerequisite: Practicum in Audio/Video Production (1st time taken) **Audio/Video Production II and Audio/Video Production II Lab**
Practicum of Audio Video Production is designed to build upon the concepts taught in Practicum Audio/Video Production I. Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities and a media based portfolio to achieve an operational objective.

DIGITAL AUDIO TECHNOLOGY I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8551.R(Y)8551.HT(Y)
PEIMS: #13009950
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital Media or Audio/Video Production I
Digital Audio Technology I is designed to provide learning opportunities to students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, and additional opportunities and skill sets. Digital Audio Technology I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital Media. Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical listening skills.

DIGITAL AUDIO TECHNOLOGY II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8552.HA(Y)
PEIMS: #13009960
Prerequisite: Digital Audio Technology I
Digital Audio Technology II is designed to provide additional opportunities and skill sets for students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, and music production and live sound. Digital Audio Technology II does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. The course can also be paired with Digital Media. Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical listening skills.

GRAPHIC DESIGN AND ILLUSTRATION I
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8514.R(Y), 8514.HT(Y)
PEIMS: #13008800
Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications
Graphic Design and Illustration I is designed to span all aspects of the advertising and visual communications industries. Students will be expected to develop an understanding of the industry with a focus on the fundamental elements and principles of visual art and design through emerging technologies, photographic imaging, and computer aided design.

GRAPHIC DESIGN AND ILLUSTRATION II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8524.HA(Y)
PEIMS: #13008900
Prerequisite: Graphic Design and Illustration I
Graphic Design and Illustration II is designed to build upon skills learned in Graphic Design I to develop advanced technical knowledge and skills needed for success in the advertising and visual communications industries. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills and developing a portfolio that illustrates industry standards.

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION (1st time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8516.HA(Y)
PEIMS: #13009000
Prerequisite: Graphic Design and Illustration II and Graphic Design and Illustration II Lab
Practicum in Graphic Design and Illustration I is designed to build upon skills learned in Graphic Design and Illustration II. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities and portfolio creation.

COMMERCIAL PHOTOGRAPHY I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8517.HA(Y)
PEIMS: #13009100
Prerequisite: Principles of Arts, Audio/Video Technology and Communication
Commercial Photography II is designed to span all aspects of the creative photography industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the photographic arts, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs through the use of high-end photographic equipment and industry based professional software.

COMMERCIAL PHOTOGRAPHY II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8527.HA(Y)
PEIMS: #13009200
Prerequisite: Commercial Photography I
Commercial Photography II is designed to span all aspects of the creative photography industry from setting up a shot to delivering products in a competitive market. The course builds on skills learned in Commercial Photography I, developing advanced technical knowledge and skills needed for success in the world of photographic arts. Students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs through the use of high-end photographic equipment and industry based professional software.

FASHION DESIGN I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8561.R(Y)
PEIMS: #13009300
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications
Fashion Design I is designed to introduce students to all aspects of the textile and apparel industries. In addition to developing technical knowledge and skills needed for success in the fashion industry, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction. Students will apply decision-making in using technology in fashion, textiles, and apparel and analyze the social, cultural, and life cycle influences of fashion trends on society. Students will be expected to design, sketch fashion drawings, and create apparel products using the principles and elements of effective design.

FASHION DESIGN II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8562.HA(Y)
PEIMS: #13009400
Prerequisite: Fashion Design I
Fashion Design II is designed to build on the knowledge and skills learned in Fashion Design I. In addition to developing technical knowledge and skills needed for success in the fashion industry, students will deepen their understanding of the textile and apparel industries. Students will apply decision-making in using technology in fashion, textiles, and apparel and analyze the social, cultural, and life cycle influences of fashion trends on society. Students will be expected to design, sketch fashion drawings, create apparel products using the principles and elements of effective design, and develop a personal fashion image for an individual.

3-D MODELING AND ANIMATION
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7008.HA(Y)
PEIMS: #03580510
Recommended Prerequisite: Art, Level I
3-D Modeling and Animation is designed to provide students with opportunities to create computer images in a virtual three-dimensional (3-D) environment. Through this foundation, student learning can be applied in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries. Students in this course will produce various 3-D models of real-world objects. This course satisfies the high school fine arts graduation requirement.

DIGITAL DESIGN AND MEDIA PRODUCTION
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7006.R(Y)/7006.HT(Y)
PEIMS: #03580400
Prerequisite: NONE
Digital Design and Media Production is designed to allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools. Students problem-solve to gather information electronically and make informed decisions regarding media projects with a focus on creativity and innovation. The course includes a focus on digital citizenship and digital design principles that are transferable to other disciplines and real-world applications. Students discuss the implications of misinformation in the media, digital manipulation of photographic imagery, video, and audio recordings, and more with regard to how consumers can determine what is true and what is a lie.

DIGITAL ART AND ANIMATION
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7007.HT/H0(Y), 7007.HT(Y)
PEIMS: #03580500
Prerequisite: Recommended: Art, Level I
Digital Art and Animation is designed to foster student learning in the use of computer images and animations created with digital imaging software. Students in this course produce various real-world projects and animations. Through this foundation, student learning can be applied in many careers, with topics such as graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing. This course satisfies the high school fine arts graduation requirement.

WEB GAME DEVELOPMENT
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 7014.HA(Y)
PEIMS: #03580830
Recommended Prerequisite: Web Design
Web Game Development is designed to allow students to demonstrate creative thinking, develop innovative strategies, and use digital media and communication tools necessary to develop fully functional online games. Students will examine both Common Gateway Interface (GCI) and computer-generated imagery (CGI); analyze and summarize streaming media/content and game broadcasting; review the history of gaming; and game types. Web Game Development has career applications for many aspects of the game industry, including programming, gaming, art, graphic design, UX/UI, web design, and business and marketing. Students will be expected to develop and create a game by utilizing a gaming storyboard and script; implementing graphics and game design elements.

VIDEO GAME DESIGN
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8503.R(Y)
PEIMS: #13009970
Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications.
Video Game Design is designed to allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

VIDEO GAME PROGRAMMING
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8504.R(Y)
PEIMS: #N1300994
Recommended Prerequisite: Video Game Design
Video Game Programming is designed to expand on the foundation created in Video Game Design through programming languages such as C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

ADVANCED VIDEO GAME PROGRAMMING
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8505.HA(Y)
PEIMS: #N1300995
Recommended Prerequisite: Video Game Design and Video Game Programming
Advanced Video Game Programming is designed to introduce students to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group-based projects.

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7110.H(Y) (1st time taken), 7120.H(Y) (2nd time taken), 7130.H(Y) (3rd time taken) PEIMS: #03580900 (1st time taken), #03581000 (2nd time taken), #03581100 (3rd time taken)
Prerequisite: A minimum of one credit from the courses in the Information Technology Career Cluster and permission of the instructor/mentor for Independent Study in Technology Applications.
Independent Study in Technology Applications is designed to allow students to study technology applications foundations, such as technology-related terms, concepts, and data input strategies to communicate information in different formats to diverse audiences using a variety of technologies. Students practice making informed decisions to develop/produce original work appropriate to the selected profession or discipline and publish the product in electronic media and print. Skill-building in search strategies are utilized to access, analyze, and

evaluate the acquired information. Individuals and groups solve problems, select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. This course may be taken up to three times for state elective credit.

INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7210.H(Y) (1st time taken), 7220.H(Y) (2nd time taken), 7230.H(Y) (3rd time taken)PEIMS: #03581500 (1st time taken), #03581600 (2nd time taken), #03581700 (3rd time taken)
Prerequisite: A minimum of one credit from the courses in the Information Technology Career Cluster and permission of the instructor/mentor for Independent Study in Evolving/Emerging Technologies.
Independent Study in Evolving/Emerging Technologies I is designed to provide students the opportunity to study and explore evolving/emerging technologies, including technology-related terms, concepts, and data input strategies. Students learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Throughout the course, students demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. This course may be taken up to three times for state elective credit.

BUSINESS, MARKETING, AND FINANCE

*The **Business Marketing and Finance Career Cluster** focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.*

Business, Marketing, and Finance touches everything in the world. It is behind the food you eat, the vehicles you drive, and the clothes you wear. Every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers to receptionists, every employee makes businesses run more smoothly and profitably. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur and starting your own venture, then Business, Marketing, and Finance may be the right career choice for you.

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe. Members put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes. Business Professionals of America prepares students pursuing careers in business management, information technology, finance, office administration, and other related career fields. As a co- curricular activity, Business Professionals of America has the ability to enhance student participation in professional, civic, service, and social endeavors.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
ENTREPRENEURSHIP AND SMALL BUSINESS META CERTIFIED DIGITAL MARKETING ASSOCIATE INTUIT QUICKBOOKS CERTIFIED USER	**SALES MANAGERS** **21%** JOB GROWTH IN TEXAS **$123,729** AVERAGE SALARY **MANAGEMENT ANALYST** **25%** JOB GROWTH IN TEXAS **$93,983** AVERAGE SALARY **PERSONAL FINANCIAL ADVISORS** **21%** JOB GROWTH IN TEXAS **$77,605** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

BUSINESS, MARKETING, AND FINANCE RECOMMENDED COURSE SEQUENCE		
PROGRAM OF STUDY		
ACCOUNTING AND FINANCIAL SERVICES	**ENTREPRENEURSHIP**	**MARKETING AND SALES**
PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE **OR** FOUNDATIONS OF BUSINESS COMMUNICATIONS AND TECHNOLOGIES		PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
ACCOUNTING I **OR** MONEY MATTERS	ENTREPRENEURSHIP I	SOCIAL MEDIA MARKETING **AND** SPORTS ENTERTAINMENT MARKETING
ACCOUNTING II **OR** FINANCIAL MATHEMATICS	MOBILE APPLICATION DEVELOPMENT **OR** ENTREPRENEURSHIP II	PRACTICUM IN MARKETING
PRACTICUM IN BUSINESS MANAGEMENT **OR** PRACTICUM IN ENTREPRENEURSHIP	PRACTICUM IN BUSINESS MANAGEMENT **OR** PRACTICUM IN ENTREPRENEURSHIP	

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Credit: 1
Grade: 9-11
Course:8600.R(Y)
PEIMS: #13011200
Prerequisite: NONE
Principles of Business, Marketing, and Finance is designed to provide students with the opportunity to study economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

FOUNDATIONS OF BUSINESS COMMUNICATION AND TECHNOLOGIES (formerly BIM)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8610.R(Y)
PEIMS: #13011400
Prerequisite: NONE
Business Information Management I is designed to teach students how to demonstrate their ability to get along well with others, to strengthen individual performance at work and in the world, and to make successful changes in the workplace and in further education. Students apply abilities to do particular job-related tasks well to address new business computer programs, and new technologies, to create word-processing documents, to create and edit spreadsheets, to create and edit databases, and to make electronic presentations using appropriate software.

BUSINESS COMMUNICATION AND TECHNOLOGIES

Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8620.HA(Y)
PEIMS: #13011500
Prerequisite: Foundations of Business Communication and Technologies

Business Information Management II is designed to teach students to implement personal and interpersonal skills to help strengthen individual performance in the workplace and in society and make a successful transition to the workforce or

postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

BUSINESS LAW
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8603.R(Y)
PEIMS: #13011700
Prerequisite: NONE
Business Law is designed to teach students to analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

GLOBAL BUSINESS
Credit: .5 (Elective Credit)
Grade: 10-12
Course: 8604.HA(X)
PEIMS: #13011800
Prerequisite: NONE
Global Business is designed to enable students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

HUMAN RESOURCES MANAGEMENT
Credit: .5 (Elective Credit)
Grade: 11-12
Course: 8605HA(X)
PEIMS: #13011900
Prerequisite: NONE
Human Resources Management is designed to help students familiarize themselves with various concepts related to human resource management, including legal requirements, recruitment and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and global impacts on human resources.

VIRTUAL BUSINESS
Credit: .5 (Elective Credit)
Grade: 10-12
Course: 8606.R(X)
PEIMS: #13012000
Prerequisite: NONE
Virtual Business is designed to teach students how to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and showing project-management skills. Students will also show bookkeeping skills for a virtual business, maintain business records, and understand legal issues connected with a virtual business.

BUSINESS MANAGEMENT
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8607.HA(Y)
PEIMS: #13012100
Prerequisite: NONE
Business Management is designed to teach students to analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.

PRACTICUM IN BUSINESS MANAGEMENT I
Credit: 2 (Elective Credit)
Grade: 11-12
Course: 8608.HA(Y)
PEIMS: #13012200
Recommended Prerequisite: Business Management or Business Information Management II and 16 years of age
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

MONEY MATTERS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8112.HT/H0(Y), 8112.R(Y)
PEIMS: #13016200
Prerequisite: NONE
Money Matters is designed to teach students the importance of investigating money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning.

ACCOUNTING I
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8114.HT/H0(Y), 8114.R(Y)
PEIMS: #13016600
Prerequisite: NONE
Accounting I is designed to help students investigate the field of accounting, and how the field is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision-making.

ACCOUNTING II
Credit: 1 (Mathematics)
Grade: 11-12
Course: 8124.HA(Y)
PEIMS: #13016700
Prerequisite: Accounting I
Accounting II is designed to help students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision-making.

STATISTICS AND BUSINESS DECISION MAKING
Credit: 1 (Mathematics)
Grade: 11-12
Course: 8115.HA(Y)
PEIMS: #13016900
Prerequisite: Algebra II
Statistics and Business Decision Making is designed to provide students with an introduction to statistics and the application of statistics to business decision-making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

FINANCIAL MATHEMATICS
Credit: 1 (Mathematics)
Grade: 10-12
Course: 8116.R000.Y, 8116.HT00.Y
PEIMS: #13018000
Prerequisite: Algebra I
Financial Mathematics is designed to teach students about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

ENTREPRENEURSHIP I
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8660.HT(Y), 8660.R(Y)
PEIMS: #13011101
Recommended Prerequisite: NONE
Entrepreneurship I is designed to equip students with the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

ENTREPRENEURSHIP II
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8661.HA(Y)
PEIMS: #13011102
Prerequisite: Entrepreneurship I
Entrepreneurship II is designed to provide students with opportunities to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, and develop brand identity. The goal and outcome of the course is to have a business launched by the end of the course or have the tools necessary to launch and operate a business.

PRACTICUM IN ENTREPRENEURSHIP
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8664.HA(Y)
PEIMS: #13011111
Recommended Prerequisite: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a CTE Program of Study
Practicum in Entrepreneurship is designed to provide students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas.

SPORTS AND ENTERTAINMENT MARKETING II
Credit: .5 (Elective Credit)
Grade: 10-12
Course: TBD
PEIMS: #N1303422
Prerequisite: Sports and Entertainment Marketing. Recommended prerequisite: Principles of Business, Marketing, and Finance
Sports and Entertainment Marketing II is designed to help students build upon prior knowledge of sports and entertainment marketing. In this advanced course students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries.

SPORTS AND ENTERTAINMENT MARKETING I
Credit: .5 (Elective Credit)
Grade: 10-12
Course: 8128.R(X)
PEIMS: #13034600
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Sports and Entertainment Marketing is designed to provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

SOCIAL MEDIA MARKETING
Credit: .5 (Elective Credit)
Grade: 9-12
Course: 8126.HA(X)
PEIMS: #13034650
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals.

BUSINESS AND INDUSTRY ENDORSEMENT

EDUCATION AND TRAINING

*The **Education and Training Career Cluster** focuses on planning, managing, and providing education and training* services *and related learning support* services.

Teaching is the profession that makes all other professions possible. The people who work in Education and Training instill knowledge and skills in everyone from preschoolers to adult learners. These caring, capable, and committed professionals help prepare students for the many rewards and challenges that personal, professional, and civic life brings. If you yearn to learn, feel a calling to teach, or would like to work in a favorite subject area, then Education and Training may be the right career choice for you.

The Texas Association of Future Educators or TAFE (pronounced "taffy") is a co-curricular statewide non-profit student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education.

INDUSTRY BASED CERTIFICATION	HOT JOBS
EDUCATIONAL AIDE I	**EDUCATION ADMINISTRATORS, KINDERGARTEN THROUGH SECONDARY** **14%** JOB GROWTH IN TEXAS **$81,976** AVERAGE SALARY **SECONDARY SCHOOL TEACHERS, EXCEPT SPECIAL EDUCATION AND CTE** **14%** JOB GROWTH IN TEXAS **$61,035** AVERAGE SALARY

PUBLIC SERVICE ENDORSEMENT

EDUCATION AND TRAINING RECOMMENDED COURSE SEQUENCE
PROGRAM OF STUDY
TEACHING AND TRAINING
PRINCIPLES OF EDUCATION AND TRAINING **OR** PRINCIPLES OF HUMAN SERVICE
HUMAN GROWTH AND DEVELOPMENT **OR** CHILD DEVELOPMENT
INSTRUCTIONAL PRACTICES
PRACTICUM IN EDUCATION AND TRAINING **OR** CTE PROJECT-BASED CAPSTONE **OR** CAREER PREPARATION FOR POS

PRINCIPLES OF EDUCATION AND TRAINING
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8640.R(Y)
PEIMS: #13014200
Prerequisite: NONE
Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. The student will experience educator duties and responsibilities through activities such as assisting, shadowing, or observing. The student will also assemble a basic professional portfolio.

HUMAN GROWTH AND DEVELOPMENT
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8643.HT/H0(Y)
PEIMS: #13014300
Recommended Prerequisite: Principles of Education and Training
Human Growth and Development is designed to examine human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

Child Development
Credit: 1
Grade: 9-10
Course: 8705.HT/H0(Y)
PEIMS: 13024700
Prerequisite: None
Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

PRACTICUM IN EDUCATION AND TRAINING
Credit: 2 (Elective Credits)
Grade: 12
Course: 8641.HA(Y)
PEIMS: #13014500
Prerequisite: Instructional Practices.
Recommended: Principles of Education & Training and Human Growth & Development. Additional requirements: Prior to acceptance, students must undergo a criminal background check, and must be clear of any misdemeanor or felony convictions; Instructor approval; 16 years of age.
Practicum in Education and Training is designed to offer a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

INSTRUCTIONAL PRACTICES
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8642.HA(Y)
PEIMS: #13014400
Prerequisite: One credit from Education and Training career cluster. Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions and be 16 years of age. Recommended prerequisites: Principles of Education & Training and Human Growth and Development.

Instructional Practices is designed to offer a field-based (practicum) internship that provides students with a background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle, and high school aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

ENGINEERING

*The **Engineering Career Cluster** focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.*

Are you interested in a career in engineering or science, but not sure about your options? You could consider being a Food Scientist, Chemical Engineer, or Computer Network Specialist. Some jobs only require a two- year college degree and certification. Options include lab technician, radiologic technologist, nuclear technician, and computer network support specialist, just to name a few.
Engineering covers many fields and many skills. Engineers are scientists, inventors, designers, builders, and great thinkers. They push the boundaries of human knowledge and seek to better understand and improve the state of the world. If you enjoy identifying a problem, coming up with solutions, and turning ideas into reality, then Engineering may be the right career pathway for you.

CLUBS AND ORGANIZATIONS
The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA accelerates student achievement and supports teachers by providing engaging opportunities to develop STEM skills.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
AUTODESK CERTIFIED USER • AUTOCAD • FUSION 360 • REVIT • INVENTOR ENGINEERING TECHNOLOGY FOUNDATIONS	**ELECTRICAL ENGINEERS** **21%** JOB GROWTH IN TEXAS **$102,534** AVERAGE SALARY **AEROSPACE ENTINEERS** **18%** JOB GROWTH IN TEXAS **$115,694** AVERAGE SALARY **MECHANICAL ENGINEERS** **19%** JOB GROWTH IN TEXAS **$99,937** AVERAGE SALARY

STEM ENDORSEMENT

ENGINEERING RECOMMENDED COURSE SEQUENCE	
PROGRAM OF STUDY	
ENGINEERING FOUNDATIONS	**ELECTRICAL ENGINEERING**
PRINCIPLES OF APPLIED ENGINEERING **OR** INTRODUCTION TO COMPUTER-AIDED DESIGN AND DRAFTING	
ROBOTICS I **OR** INTERMEDIATE COMPUTER-AIDED DESIGN AND DRAFTING **OR** MANUFACTURING ENGINEERING TECHNOLOGY	
	OR AC/DC ELECTRONICS
ROBOTICS II **OR** ENGINEERING DESIGN AND PRESENTATION **OR** ENGINEERING SCIENCE **OR** DIGITAL ELECTRONICS	
ENGINEERING DESIGN AND PRESENTATION II **OR** ENGINEERING DESIGN AND PROBLEM SOLVING **OR** PRACTICUM IN ENGINEERING **OR** CTE PROJECT-BASED CAPSTONE **OR** PRACTICUM IN STEM **OR** SCIENTIFIC RESEARCH AND DESIGN	

PRINCIPLES OF APPLIED ENGINEERING
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8716.HT(Y), 8716.R(Y)
PEIMS: #13036200
Prerequisite: NONE
Principles of Applied Engineering is designed to introduce students to concepts and skills in engineering design. Students explore the engineering design process using relevant hardware and software to complete hands-on and group projects in a variety of areas. Subjects may include robotics, electronics, mechanical design, computer-aided drafting (CAD), and other career opportunities.

ENGINEERING DESIGN AND PRESENTATION DELETE
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8714.HA(Y)
PEIMS: #13036500
Prerequisite: Algebra 1 and at least one credit in a course from the Engineering career cluster
Engineering Design and Presentation I is designed to allow students an opportunity to demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs.

ADVANCED ENGINEERING DESIGN and PRESENTATION
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8724.HA(Y)
PEIMS: #13036600
Prerequisite: delete Engineering Design and Presentation , Algebra I, and Geometry.
Engineering Design and Presentation II is designed to allow students to continue to explore uses of drafting and design in industry. Students will learn technical sketching and computer-aided modeling using software such as AutoCAD, Inventor, and SolidWorks as they follow the engineering design process. Students complete a portfolio of work begun in the prior course and have the opportunity to receive industry certifications. This course further develops the process of engineering thought and application of the design process.

ENGINEERING MATHEMATICS
Credit: 1 (Mathematics Credit)
Grade: 11-12
Course: 8718.HA(Y)
PEIMS: #13036700
Prerequisite: Algebra II
Engineering Mathematics is designed to allow students to solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. ***Engineering Mathematics is a CTE course that satisfies a high school math graduation requirement.***

ENGINEERING SCIENCE
Credit: 1 (Science Credit)
Grade: 10-12
Course: 8733.HA(Y)
PEIMS: #13037500
Prerequisite: Algebra I, one credit in Biology, and at least one credit in a course from the STEM career cluster..

Engineering Science is designed to be a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is about to answer the question, "Is a career in engineering or engineering technology for me?" ***Engineering Science is a CTE course that satisfies a high school science graduation requirement.***

AC/DC ELECTRONICS
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8730.R(Y)
PEIMS: #13036800
Recommended Prerequisite: Principles of Applied Engineering
AC/DC Electronics is designed to focus on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

DIGITAL ELECTRONICS
Credit: 1 (Mathematics Credit)***Digital Electronics is a CTE course that satisfies a high school math graduation requirement.***
Grade: 10-12
Course: 8734.HT/HA(Y)
PEIMS: #13037600
Prerequisite: Algebra I and Geometry. **Recommended:** Introduction to Engineering Design.
Digital Electronics is designed to be a study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology using Electronics Workbench (EWB), the industry standard. Students will test and analyze simple and complex digital circuitry. Students will design circuits, using EWB, export their designs to a printed circuit auto routing program that generates printed circuit boards and construct the design using chips and other components.

SOLID STATE ELECTRONICS
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8731.H(Y)
PEIMS: #13036900
Prerequisite: AC/DC Electronics
Solid State Electronics is designed to allow students to demonstrate knowledge and applications, advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students will transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

ROBOTICS I
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8715.HA(Y)
PEIMS: #13037000
Recommended Prerequisite: Principles of Applied Engineering
Robotics I is designed to allow students to transfer academic skills to component designs in a project-based environment

through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

ROBOTICS II
Credit: 1 (Elective Credit)
Grade: 10-11
Course: 8725.HA(Y)
PEIMS: #13037050
Prerequisite: Robotics I
Robotics II is designed to allow students to explore artificial intelligence and programming in the robotic and automation industry. Students will develop project management skills as they work in teams to design and develop their own automated robotic systems using a variety of tools. This course satisfies a high school mathematics graduation requirement.

ENGINEERING DESIGN AND PROBLEM-SOLVING
Credit: 1 (Science Credit)
Grade: 11-12
Course: 8732.HA(Y)
PEIMS: #13037300
Prerequisite: Geometry, Algebra I and at least one credit in a level 2 or higher course in the STEM cluster
Engineering Design and Problem Solving is designed to allow students to complete hands-on, team-based projects across a variety of engineering fields that allow them to apply concepts learned in prior science and math courses. The engineering design process explores how engineers design products for society. Possible projects could include aerodynamics, robotics, biotechnology, structural design and mechanical design. Texas law requires at least 40 percent lab and field investigations.

SCIENTIFIC RESEARCH AND DESIGN I, II or III
Credit: 1 (Science Credit)
Grade: 10-12
Course: 8761.HA(Y) - I, 8762.HA(Y)- II, 8763.HA(Y)- III
PEIMS: #13037200 - I, #13037210 - II, #13037220 - III
Prerequisite: Biology AND one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or physics

Scientific Research and Design is designed to allow schools flexibility to develop a local curriculum to supplement any science or engineering program. The course has the components of any rigorous scientific or engineering program, such as problem identification, investigation design, data collection, data analysis, formulation and presentation of conclusions. All components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Texas law requires 40 percent laboratory and field investigations. .
Note: This course satisfies a high school science graduation requirement.
Additional Note: Second Time Taken and Third Time Taken are not in a program of study, do not count for CCMR, and earn 1.1 weighted funding.

PRACTICUM IN ENGINEERING
Credit: 2 (Elective Credits)
Grade: 12
Course: 8741.HA(Y)
PEIMS: #13037400
Prerequisite: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster.
Practicum in Engineering is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in engineering, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

INTRODUCTION TO COMPUTER-AIDED DESIGN AND DRAFTING
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8727.R(Y)
PEIMS: #13037350
Prerequisite: None
Introduction to Computer-Aided Design and Drafting (CADD) is designed to allow students to acquire knowledge and skills needed to use design software, including an introduction to CADD equipment and software selection and interfaces. Students gain skills in setting up a CADD workstation; upgrading a computer to run advanced CADD software; working with storage devices; storing, retrieving, backing up, and sharing databases, file servers, and local area networks (LANs); and transferring drawing files over the internet.

INTERMEDIATE COMPUTER-AIDED DESIGN AND DRAFTING
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8728.R(Y)
PEIMS: #13037360
Prerequisite: Architectural Design I, Introduction to Computer Aided Design and Drafting, or Engineering Design and Presentation
Description: Intermediate Computer-Aided Design and Drafting (CADD) is designed for students to develop practices and techniques used in computer-aided drafting, emphasizing the development and use of prototype drawings, construction of pictorial drawings, construction of three-dimensional drawings, interfacing two-dimensional and three-dimensional environments, and extracting data. Basic rendering techniques will also be developed. Emphasis is placed on drawing set-up; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects; adding text and dimensions; using layers and coordinating systems, as well as using input and output devices

DIGITAL ELECTRONICS delete
Credit: 1 (Mathematics Credit)
Grade: 10-12
Course: 8734.HA(Y)
PEIMS: #13037600
Prerequisite: Algebra I and Geometry.
Digital Electronics is designed to allow students to explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. This course satisfies a high school mathematics graduation requirement.

ENGINEERING DESIGN PROCESS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8750.HA00.Y
PEIMS: #12756001
Prerequisite: Algebra I
Engineering Design Process is an engineering course applicable to all engineering fields. Students use an iterative engineering design process to solve problems, make decisions, and manage a project. Professional practices are addressed, including development of a problem statement, maintenance of documentation, use of an engineering notebook, research, project management, internal and external communication, and creation of technical drawings and prototypes. The student delivers a professional presentation detailing the experience of working through each step of the engineering design process.

COMPUTER INTEGRATED MANUFACTURING (PLTW)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8738.H(Y)
PEIMS: #N1303748
Recommended Prerequisite: delete Principles of Engineering
Computer Integrated Manufacturing (PLTW) is designed to build upon the computer solid modeling design skills developed in the Introduction to Engineering Design. Students will be presented with design problems that require the use of Mechanical Desktop to develop solutions to the problems. They will evaluate the solutions using mass property analysis (study of the relationship among the design, function and materials used), make appropriate modifications and use rapid prototyping equipment to produce three-dimensional models of the solutions. Students will be expected to communicate the process and results of their work through oral and written reports.

ARCHITECTURAL ENGINEERING
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8751.HA00.Y
PEIMS: #12756065
Prerequisite: Civil Engineering I
Students enrolled in Architectural Engineering use principles of engineering and design tools to create innovative, functional, and sustainable buildings. Students develop cursory knowledge and essential skills to understand the design of buildings, including the mechanical, electrical, plumbing, and structural systems, while also planning the construction process. They engage in project planning, building and system analysis, site investigation, and the integration of sustainable design and construction practices for an architectural engineering project.

HEALTH SCIENCE

*The **Health Science Career Cluster** focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, medical therapy, nursing science, exercise science and wellness.*

Everyone needs health care. From newborns to seniors, our society requires professionals who are experts at diagnosing and treating diseases, using medical technologies, and providing preventative care. There are hundreds of specialties available in Health Science, including technicians, skilled support personnel, dentists, and scientists. As the baby boomer generation ages, demand for health sciences grows, meaning job security in the cluster is strong. If you have a calling to care for others and want to pursue a profession on the cutting edge of technology, then Health Science may be the right career choice for you.

CLUBS AND ORGANIZATIONS

Health Occupations Students of America (HOSA) is a global, student-led organization that aims to: Promote healthcare career opportunities, Improve the quality of healthcare, Develop leadership and technical skills in students, and Attract qualified students to healthcare professions.

HOSA is recognized by the U.S. Department of Education, the Department of Health and Human Services, and several other federal and state agencies

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
BIOSCIENCE CORE SKILLS INSTITUTE ESSENTIAL SKILLS (BCSI) BIOTECHNICIAN ASSISTANT CREDENTIALING EXAM (BACE) CERTIFIED EKG TECHNICIAN MEDICAL ASSISTANT	**PHYSICIAN ASSISTANTS** **41%** JOB GROWTH IN TEXAS **$127,332** AVERAGE SALARY **MEDICAL AND HEALTH SERVICES MANAGERS** **43%** JOB GROWTH IN TEXAS **$102,937** AVERAGE SALARY **FORENSIC SCIENCE TECHNICIANS** **22%** JOB GROWTH IN TEXAS **$56,971** AVERAGE SALARY

PUBLIC SERVICE ENDORSEMENT

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PRINCIPLES OF HEALTH SCIENCE
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8213.R(Y)
PEIMS: #13020200
Prerequisite: NONE
Principles of Health Science is designed to give students an overview of the various careers in healthcare. Topics covered include: how patients are cared for; how diseases and disorders are diagnosed; how healthcare information is gathered and used, how new medications are researched and developed; and how healthcare is supported by a wide range of careers.

MEDICAL TERMINOLOGY
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8214.R(Y)
PEIMS: #13020300
Prerequisite: NONE
Medical Terminology is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. Students will learn how to break apart complex medical and scientific words to discover their meaning. Knowing how to decode these terms will boost students' medical language literacy which is essential to most healthcare careers.

HEALTH SCIENCE THEORY
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8215.H(Y)
PEIMS: #13020400
Prerequisite: One credit in Biology and at least one credit in a course from the Health Science career cluster

Health Science Theory is designed to give students hands-on experiences in simulated healthcare environments. Students will take what they learned in math, science, English, and social studies classes and apply that knowledge to healthcare. Additionally, students will broaden their understanding of healthcare.

PRACTICUM IN HEALTH SCIENCE (1st time taken)
Credit: 2 (Elective Credits)
Grade: 11-10
Course: 8211.H(Y)
PEIMS: #13020500
Prerequisite: Health Science Theory and Biology. *Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions; 16 years of age.*
Practicum in Health Science I is designed to give students real world experiences in healthcare facilities. By the end of the school year, students will have the opportunity to earn a certification in a variety of healthcare careers. Students may also travel to various medical sites to enhance and apply their previously acquired skills.

PRACTICUM IN HEALTH SCIENCE (2nd time taken)
Credit: 2 (Elective Credit)
Grade: 11-12
Course: 8221.H(Y)
PEIMS: #13020510
Prerequisite: Principles of Health Science, Health Science Theory, Practicum in Health Science (1st time taken), and Biology. Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions; 16 years of age.
Practicum in Health Science II is designed to give students real world experiences in healthcare facilities. By the end of the school year, students will have the opportunity to earn a certification in a variety of healthcare careers. Students may also travel to various medical sites to enhance and apply their previously acquired skills.

ANATOMY AND PHYSIOLOGY
Credit: 1 (Science Credit)
Grade: 10-12
Course: 8217.H(Y)
PEIMS: #13020600
Prerequisite: One credit in Biology and one credit in Chemistry, Integrated Physics and Chemistry (IPC), or Physics.
Anatomy and Physiology is designed to give students a deeper understanding of human body systems and how they work together to maintain homeostasis. Students will learn how the human body is structured and functions using critical thinking and problem solving. Students will also conduct laboratory and field investigations (at least 40% of class time) using the scientific method and critical thinking skills to reinforce concepts learned during lessons. Note: This course satisfies a high school science graduation requirement.

MEDICAL MICROBIOLOGY
Credit: 1 (Science Credit)
Grade: 10-12
Course: 8218.H(Y)
PEIMS: #13020700
Prerequisite: One credit in Biology, one credit in Chemistry, and at least one credit in a course from the Health and Science career cluster.
Medical Microbiology is designed to introduce students to the world of microorganisms. Students will discover why some microorganisms can cause disease while others do not. Students will learn the proper laboratory procedures used to identify and study microbes.

PATHOPHYSIOLOGY
Credit: 1 (Science Credit)
Grade: 11-12
Course: 8219.H(Y)
PEIMS: #13020800
Prerequisite: One credit in Biology, one credit in Chemistry, and at least one credit in a level 2 or higher course from the Health and Science career cluster.
Pathophysiology is designed to give students a foundational understanding of how a disease infects the human body; the processes by which disease affects the human body; and how to prevent and treat diseases. Students will also conduct laboratory and field investigations (at least 40% of class time) using the scientific method and critical thinking skills to reinforce concepts learned during lessons. Note: This course satisfies a high school science graduation requirement.

PRINCIPLES OF THERAPEUTIC HEALTHCARE
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8209.R(Y)
PEIMS: #N1302110
Prerequisite: NONE
Principles of Therapeutic Healthcare is designed to be an introductory class for students who are interested in pursuing careers within the therapeutic pathway of the healthcare industry. This course will provide students an overview of the knowledge, skills and abilities associated with careers within the therapeutic pathway of the healthcare industry. These careers include direct patient care jobs, rehabilitation and jobs caring for individuals with physical and developmental delays.

PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8225.H(Y)
PEIMS: #N1302092
Prerequisite: NONE
Principles of Biomedical Science (PLTW) is designed to study human medicine, research processes to be an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia and infectious diseases. After determining the factors responsible for the death of a fictional person, students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

HUMAN BODY SYSTEMS (PLTW)
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8226.H(Y)
PEIMS: #N1302093
Human Body Systems (PLTW) is designed to engage students in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation.

MEDICAL INTERVENTIONS (PLTW)
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8227.H(Y)
PEIMS: #N1302094
Medical Interventions (PLTW) is designed to allow students to investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices and diagnostics. Interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

BIOMEDICAL INNOVATION (PLTW)
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8228.H(Y)
PEIMS: #N1302095
Biomedical Innovation (PLTW) is designed to allow students to apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering and public health.

BIOTECHNOLOGY I
Credit: 1 (Science Credit)
Grade: 11-12
Course: 8713.HT/HA(Y)
PEIMS: #13036400
Prerequisite: Biology
Biotechnology I is designed to allow students to apply science knowledge and skills to the fields of biotechnology such as agriculture, medical, and forensics. Students will use sophisticated laboratory equipment and practice quality-control techniques. Students will conduct investigations in the laboratory and in the field using scientific methods. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins and genetics. Texas law requires at least 40 percent lab and field investigations.

PRINCIPLES OF BIOSCIENCES
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8717.R(Y)
PEIMS: #13036300
Prerequisite: NONE
Principles of Biosciences is designed to reinforce Biology content and provides an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students will further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

BIOTECHNOLOGY II
Credit: 1 (Science Credit)
Grade: 11-12
Course: 8723.HA/HT(Y)
PEIMS: #13036450
Prerequisite: Biotechnology I and Chemistry
Biotechnology II is designed to be the second course in the certificate program. This course is designed to focus on advanced skill techniques, protein assays and student designed research projects. It will also introduce students to industry standards and help in student employment or internship placements. Other activities will include industry speakers/field trips and collaboration with ACC and UT research projects. After taking this course, students should be prepared for entry-level lab technician jobs. Texas law requires at least 40 percent lab and field investigations.

QUALITY ASSURANCE FOR BIOSCIENCES
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8764.HA(Y)
PEIMS: #N1303771
Prerequisite: Biotechnology 1
Quality Assurance for the Biosciences is designed to introduce the student to quality principles and regulatory affairs as they apply to the biotechnology, biopharmaceutical, and biomedical device industries. This course focuses on exploring online regulatory websites, such as FDA.gov, discovering how new regulations arise, and learning how to find and understand them. This course is a broad overview spanning regulations of drugs, biologics, medical devices, food, and other products; however, students are encouraged to investigate further in areas that interest them through a capstone creative project.

Medical Assisting
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8229.HA00.Y
PEIMS: #N13021015
Prerequisite or Corequisite: Anatomy and Physiology
The Medical Assistant course is designed to provide students with the knowledge and skills to pursue a career as a medical assistant and to improve college and career readiness. Students will obtain communication skills, clinical ethics knowledge, safety awareness, and information related to medical assisting career opportunities.

HOSPITALITY AND TOURISM

*The **Hospitality and Tourism Career Cluster** focuses on the management, marketing, and operations of restaurants and other food/beverage services as well as lodging, attractions, recreation events, and travel-related services.*

People from around the world enjoy various types of cuisines. Tourists enjoy hotels, restaurants, theaters, museums, zoos, aquariums, campgrounds, and national parks that offer a smorgasbord of local foods and beverages. Employees in Hospitality and Tourism ensure consumer satisfaction. Whether chefs or concierges, travel agents or tour guides, park rangers or property managers, the professionals in this area are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant someday, then Hospitality and Tourism may be the right career choice for you.

CLUBS AND ORGANIZATIONS

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
FOOD PROTECTION MANAGER SERVSAFE MANAGER TRAVEL AND TOURISM PRE-PROFESSIONAL CERTIFICATION IN NUTRITION, FOOD, AND WELLNESS	**MEETING AND EVENT PLANNERS** **25%** JOB GROWTH IN TEXAS **$49,428** AVERAGE SALARY **CHEF AND HEAD COOKS** **37%** JOB GROWTH IN TEXAS **$44,761** AVERAGE SALARY **GENERAL AND OPERATIONS MANAGERS** **23%** JOB GROWTH IN TEXAS **$83,220** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

HOSPITALITY AND TOURISM RECOMMENDED COURSE SEQUENCE	
PROGRAM OF STUDY	
CULINARY ARTS	**LODGING AND RESORT MANAGEMENT**
PRINCIPLES OF HOSPITALITY AND TOURISM	
OR INTRODUCTION TO CULINARY ARTS	EVENT AND MEETING PLANNING
CULINARY ARTS	HOSPITALITY SERVICES
ADVANCED CULINARY ARTS	PRACTICUM IN HOSPITALITY SERVICES
FOOD SCIENCE **OR** PRACTICUM IN CULINARY ARTS **OR** PRACTICUM IN ENTREPRENEURSHIP	

PRINCIPLES OF HOSPITALITY AND TOURISM
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8413.R(Y)
PEIMS: #13022200
Prerequisite: NONE
Principles of Hospitality and Tourism is designed to introduce students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

INTRODUCTION TO CULINARY ARTS
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8414.H(Y), 8414.R(Y)
PEIMS: #13022550
Recommended Prerequisite: Principles of Hospitality and Tourism
Introduction to Culinary Arts is designed to emphasize the principles of planning, organizing, staffing, directing and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into kitchen safety, food production skills, various levels of industry management and hospitality. This course is offered as a classroom and laboratory-based course.

ADVANCED CULINARY ARTS
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8416.H(Y)
PEIMS: #13022650
Prerequisite: Culinary Arts
Advanced Culinary Arts is designed to extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

PRACTICUM IN CULINARY ARTS (1st & 2nd time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8417.H(Y) (1st time taken), 8427.H(Y) (2nd time taken)
PEIMS: #13022700 (1st time taken), #13022710 (2nd time taken)

Prerequisite: Culinary Arts and 16 years of age
Practicum in Culinary Arts is designed to be a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace.

HOSPITALITY SERVICES
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8430.HA(Y)
PEIMS: #13022800
Recommended Prerequisite: Principles of Hospitality and Tourism, Hotel Management, and Travel and Tourism Management.
Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education, provides more interdisciplinary instruction, and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

FOOD SCIENCE
Credit: 1 (Science Credit)
Grade: 11-12
Course: 8433.HA(Y)
PEIMS: #13023000
Prerequisites: One credit in biology, one credit in chemistry and at least one credit in a level 2 or higher course from the Hospitality and Tourism career cluster. **Recommended Prerequisite:** Principles of Hospitality and Tourism. Students must meet the 40% laboratory and fieldwork requirement.
This course satisfies a high school science graduation requirement. Three units of science including Biology and Chemistry. Food Science is designed to be a laboratory and field investigation, using scientific methods during investigations to make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Texas law requires at least 40 percent lab and field investigations. ***Food Science is a CTE course that satisfies a high school science graduation requirement.***

CULINARY ARTS
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8415.HT/H0(Y), 8415.R(Y)
PEIMS: #13022600
Recommended Prerequisite: Principles of Hospitality and Tourism and Introduction to Culinary Arts
Culinary Arts is designed to begin with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certification. This course is offered as a laboratory-based course.

TRAVEL AND TOURISM MANAGEMENT
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8419.R(Y)
PEIMS: #13022500
Recommended Prerequisite: Principles of Hospitality and Tourism
Travel and Tourism Management is designed to incorporate principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.

EVENT AND MEETING PLANNING
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8424.R(Y)
PEIMS: 13022730
Recommended Prerequisite: Principles of Hospitality and Tourism, Hotel management and/or Travel and Tourism Management
Introduction To Event and Meeting Planning is designed to introduce students to the concepts and topics necessary for the comprehensive understanding of the fundamentals of the meetings, conventions, events, and exposition industries. The course will review the roles of the organizations and people involved in the businesses that comprise the Meetings, Events, Expositions and Convention (MEEC) industry.

PRACTICUM IN HOSPITALITY SERVICES (1st & 2nd time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8431.H(Y)(1st time taken), 8432.H(Y) (2nd time taken)
PEIMS: #13022900 (1st time taken), #13022910 (2nd time taken)
Recommended Prerequisite: Hospitality Services and 16 years of age
Practicum in Hospitality Services is designed to be a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

HUMAN SERVICES

*The **Human Services Career Cluster** focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.*

It takes a special kind of person to work in Human Services. Individuals who choose this Pathway tend to be motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, health aides, cosmetologists, and others who tend to the physical, mental, and spiritual needs of people are successful in Human Services. They offer helping hands to everyone from babies in childcare centers to seniors in long-term care facilities. The work is sometimes challenging, but the reward of knowing you have improved someone's life is immense. If you feel a calling to serve others, feel comfortable caring for people, or want to improve your community, then Human Services may be the right career choice for you.

CLUBS AND ORGANIZATIONS

Family, Career, and Community Leaders of America (FCCLA) promotes personal growth and leadership development through unique learning experiences. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
CLASS A BARBER COSMETOLOGY OPERATOR LICENSE COMMUNITY HEALTH WORKERS	**CHILD, FAMILY, AND SCHOOL SOCIAL WORKERS** **14%** JOB GROWTH IN TEXAS **$49,398** AVERAGE SALARY **COSMETOLOGISTS** **25%** JOB GROWTH IN TEXAS **$36,300** AVERAGE SALARY **COMMUNITY HEALTH WORKERS** **25%** JOB GROWTH IN TEXAS **$39,520** AVERAGE SALARY

PUBLIC SERVICE ENDORSEMENT

HUMAN SERVICES RECOMMENDED COURSE SEQUENCE	
PROGRAM OF STUDY	
COSMETOLOGY AND PERSONAL CARE SERVICES	**FAMILY AND COMMUNITY SERVICES PROGRAM OF STUDY**
PRINCIPLES OF HUMAN SERVICES	
PRINCIPLES OF COSMETOLOGY DESIGN AND COLOR THEORY	HUMAN GROWTH AND DEVELOPMENT **OR** CHILD DEVELOPMENT
INTRODUCTION TO COSMETOLOGY	COUNSELING AND MENTAL HEALTH
COSMETOLOGY I **OR** BARBERING I	PRACTICUM IN HUMAN SERVICES **OR** PRACTICUM IN ENTREPRENEURSHIP **OR** CTE PROJECT-BASED CAPSTONE CAREER PREPARATION FOR POS
COSMETOLOGY II **OR** BARBERING II	

PRINCIPLES OF HUMAN SERVICES
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8700.R(Y)
PEIMS: #13024200
Prerequisite: NONE
Principles of Human Services is designed to be a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services.

INTERPERSONAL STUDIES
Credit: .5 (Elective Credit)
Grade: 9-12
Course: 8702.R(X)
PEIMS: #13024400
Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training.
Interpersonal Studies is designed to examine how the relationships between individuals and among family members significantly affect the quality of life. Students will learn to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles and pursue careers related to counseling and mental health service.

COUNSELING AND MENTAL HEALTH
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8704.H(Y), 8704.R(Y)
PEIMS: #13024600
Recommended Prerequisite: Principles of Human Services
Counseling and Mental Health is designed to model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of counseling's ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

CHILD DEVELOPMENT
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8705.HT(Y), 8705.R(Y)
PEIMS: #13024700
Recommended Prerequisite: Principles of Human Services
Child Development is designed to be a technical laboratory course that addresses knowledge and skills to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

PRACTICUM IN HUMAN SERVICES (1st and 2nd time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8710.H(Y) (1st time taken), 8720.H(Y) (2nd time taken)
PEIMS: #13025000 (1st time taken), #13025010 (2nd time taken)
Prerequisite: 16 years of age
Practicum in Human Services is designed to use background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

INTRODUCTION TO COSMETOLOGY
Credit: 1 (Elective Credit)
Grade: 10
Course: 8707.R(Y)
PEIMS: #13025100
Prerequisite: NONE
Introduction to Cosmetology is designed to have students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

LIFETIME NUTRITION AND WELLNESS
Credit: .5 (Elective Credit)
Grade: 9-12
Course: 8703.H(X), 8703.R(X)
PEIMS: #13024500
Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science
Lifetime Nutrition and Wellness is designed to be a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

COSMETOLOGY II w/ LAB
Credit: 3 (Elective Credits)
Grade: 11-12
Course: 8722.H(Y)
PEIMS: #13025310
Prerequisite: Cosmetology I
Cosmetology II w/lab is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, materials; and practical skills.

PRINCIPLES OF COSMETOLOGY DESIGN AND COLOR THEORY
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8708.R(Y)
PEIMS: #13025050
Recommended Prerequisite: Principles of Human Services. Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License.
Principles of Cosmetology Design and Color Theory is designed to coordinate integration of academic, career, and technical knowledge along with skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

COSMETOLOGY I w/ LAB
Credit: 3 (Elective Credits)
Grade: 10-11
Course: 8712.HA(Y)
PEIMS: #13025210
Prerequisite: Introduction to Cosmetology and completion of 125 clock hours. Fees may be incurred for projects.
Cosmetology 1 w/ lab is designed to coordinate the integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

BARBERING I
Credit: 3 (Elective Credits)
Grade: 11-12
Course: 8668.HA(Y)
PEIMS: #N1302534
Prerequisite: Introduction to Cosmetology and completion of 125 clock hours. Fees may be incurred for projects.
Barbering I is designed to coordinate integration of academic, career, and technical knowledge and skills in a laboratory instructional sequence of courses designed to provide job-specific training for employment in barbering careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination.

BARBERING II
Credit: 3 (Elective Credits)
Grade: 11-12
Course: 8669.HA(Y)
PEIMS: #N1302535
Prerequisite: Barbering I
Barbering II is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, materials; and practical skills.

INFORMATION TECHNOLOGY

*The **Information Technology (IT) Career Cluster** focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.*

From high-tech companies to smaller firms, every business needs Information Technology (IT) expertise, either from in-house staff or from outside vendors. Keeping electronic data flowing takes both technical expertise and problem-solving savvy. If you are good at grasping how technology works or want a career that is always changing, then Information Technology Systems may be the right career Pathway for you.

CLUBS AND ORGANIZATIONS

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA accelerates student achievement and supports teachers by providing engaging opportunities to develop STEM skills.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
CODEHS CYBERSECURITY LEVEL 1 CODEHS PYTHON LEVEL 1 CYBERSECURITY FUNDAMENTALS GOOGLE IT SUPPORT PROFESSIONAL CERTIFICATE	**SOFTWARE DEVELOPERS** **36%** JOB GROWTH IN TEXAS **$111,705** AVERAGE SALARY **COMPUTER AND INFORMATION SYSTEMS MANAGERS** **26%** JOB GROWTH IN TEXAS **$155,705** AVERAGE SALARY **COMPUTER HARDWARE ENGINEERS** **14%** JOB GROWTH IN TEXAS **$119,662** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

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OR INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES</td></tr>
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PRINCIPLES OF INFORMATION TECHNOLOGY
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8800.HT/H0(Y), 8800.R(Y)
PEIMS: #13027200
Recommended Prerequisite: Touch System Data Entry
Principles of Information Technology is designed to allow students to develop computer abilities and skills to use existing and new technologies found in schools, and in the worldwide workplace. Students will learn to use skills to get along well with others, and to prepare for changes in workplace conditions. Students will improve reading, writing, math/calculating, communication, and thinking skills and apply them to better use computers and information technology in school, and in the workplace.

COMPUTER MAINTENANCE
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8801.R(Y)
PEIMS: #13024300
Prerequisite: Principles of Information Technology; **Recommended:** Touch System Data Entry
Computer Maintenance is designed to allow students to acquire knowledge of computer maintenance and create appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society as it relates to computer maintenance in the workplace. Students will apply technical skills to address the IT industry and emerging technologies.

FUNDAMENTALS OF COMPUTER SCIENCE
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7000.R(Y)
PEIMS: #03580140
Prerequisite: Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight
Fundamentals of Computer Science is designed to be a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day through creative and innovative opportunities to use problem-solving and reasoning skills to design, implement, debug, and present solutions to real-world situations. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

COMPUTER SCIENCE I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7010.HA(Y)
PEIMS: #03580200
Prerequisite: Algebra I or Corequisite Algebra I
Computer Science I is designed to provide students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in a variety of formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

COMPUTER SCIENCE II
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 7020.HA(Y)
PEIMS: #03580300
Prerequisite: Algebra I and either Computer Science I or Fundamentals of Computer Science
Computer Science II is designed to allow students to continue their study of technological applications. Students will extend best practices regarding the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g., greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in various formats to a diverse audience. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

COMPUTER SCIENCE III
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 7030.HA(Y)
PEIMS: #03580350
Prerequisite: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science
Computer Science III is designed to allow students to further their study of technological applications. Students will build upon best practices regarding the use of technology-related concepts and terms as well as data input strategies such as the creation of discovery programs in low-level, high-level, and scripting languages as well as creating a small workgroup network. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences. Ethical implications for the misuse of technology will be discussed regarding its effects on systems and societies.

AP COMPUTER SCIENCE PRINCIPLES
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 7616.P(Y)
PEIMS: #A3580300
Recommended Prerequisite: Algebra I
AP Computer Science Principles is designed to attract a greater diversity of students to the field, focusing on creative problem-solving, computational practices, programming, the internet and real-world applications to better prepare them for college and career. Students will collaborate to build creative applications such as mobile apps, digital music files and animations. This course is designed to support students' interest in a variety of career fields such as graphic design, medicine, political science, engineering and other STEM fields. Students do not need previous computer science experience to take this course.

AP COMPUTER SCIENCE
Credit: 7610.P00M.Y (1.0 mathematics/elective credit), 7610.P00L.Y (1.0 LOTE/elective credit)
Grade: 9-12
Course: 7610.P00M.Y, 7610.P00L.Y
PEIMS: #A3580110 (7610.P00M.Y), #A3580120 (7610.P00L.Y)
Recommended Prerequisite: Computer Science I, Algebra II
AP Computer Science is designed to prepare students to design and implement solutions to problems by writing, running, and debugging computer programs. It emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. Students code fluently in an object-oriented paradigm using Java.

DIGITAL FORENSICS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7001.HA(Y)
PEIMS: #03580360
Prerequisite: Foundations of Cybersecurity
Digital Forensics is designed to allow students to survey the field of digital forensics and incident response. Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response.

GAME PROGRAMMING AND DESIGN
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7003.R(Y)
PEIMS: #03580380
Prerequisite: Algebra I
Game Programming and Design is designed to foster student creativity and innovation by presenting students with opportunities to design, implement, debug, and present meaningful programs through a variety of media through collaboration with others to solve gaming problems. Students use data analysis skills to identify task requirements, plan search strategies, use programming concepts to access, analyze, and evaluate information needed to design games. Students create a computer game that is presented to an evaluation panel. Students learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology are discussed regarding its effects on systems and societies.

MOBILE APPLICATION DEVELOPMENT
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7004.HA(Y)
PEIMS: #03580390
Prerequisite: Proficiency in the knowledge and skills relating to Technology Applications, grades six through eight, and Algebra I
Mobile Application Development is designed to allow students to foster creativity and innovation by presenting opportunities to design, implement, debug, and deliver meaningful projects using mobile computing devices through problem solving and collaboration. Students gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. Through data analysis, students identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. Students learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology are discussed regarding its effects on systems and societies.

FOUNDATIONS OF CYBERSECURITY
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7015.R(Y)
PEIMS: #03580850
Prerequisite: NONE
Mobile Application Development is designed to allow students to foster creativity and innovation by presenting opportunities to design, implement, debug, and deliver meaningful projects using mobile computing devices through problem solving and collaboration. Students gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. Through data analysis, students identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. Students learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Ethical implications for the misuse of technology are discussed regarding its effects on systems and societies.

AP Cybersecurity
Credit: 1
Grade: 10-12
Course: Pending TEA
PEIMS: Pending TEA
Recommended Prerequisite: Foundations of Cybersecurity
AP Cybersecurity is a broad introduction to the field that offers students the opportunity to earn college credit and an employer-endorsed credential. Developed in partnership with college faculty and industry leaders, this yearlong course aligns with the National Initiative for Cybersecurity Education Workforce Framework.

COMPUTER TECHNICIAN PRACTICUM (1st and 2nd time taken)
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8810.HA(Y), 8820.HA(Y)
PEIMS: #13027500 (1st time taken), 13027510 (2nd time taken)
Prerequisite: Computer Maintenance, Networking and 16 years of age
Computer Technician Practicum is designed to allow students to gain knowledge and skills in computer technologies, including advanced knowledge of electrical or electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society.

PRACTICUM IN INFORMATION TECHNOLOGY (1st time taken)
Credit: 2 (Elective Credits)
Grade: 12
Course: 8813.HA(Y)
PEIMS: #13028000
Prerequisite: Minimum of two Information Technology cluster courses. **Recommended:** 16 years of age
Practicum in Information Technology is designed to allow students to gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. This capstone course includes knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

WEB COMMUNICATIONS
Credit: .5 (Elective Credit)
Grade: 9
Course: 7012.R(X)
PEIMS: #03580810
Prerequisite: NONE
Web Communications is designed to allow students the opportunity to analyze and implement the proper and acceptable use of digital/virtual communications technologies. During this analysis, students will use web resources to practice the incorporation of real-world applications including taking into consideration quality, appropriateness and effectiveness; examination of the ethical and legal issues surrounding acquisition of digital information. Students will also discuss the impact of emerging technologies and digital identities.

WEB DESIGN
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7013.HA(Y)
PEIMS: #03580820
Prerequisite: NONE
Web Design is designed to allow students the opportunity to use digital media and environments to analyze and implement the proper and acceptable use of digital/virtual communications technologies; identify and discuss emerging technologies and their impact; and understand Internet history and structure. Students investigate how these areas impact current use as well as acquire, evaluate, and use various web standards as World Wide Web Consortium (W3C), Ecma International, and Internet Corporation for Assigned Names and Numbers (ICANN) to make informed decisions and implement standards in original work. Students will also summarize the technical needs of a World Wide Web server; develop proficiency in the use of a variety of electronic input devices by incorporating such components while publishing web pages as well as learn the basic design principles when creating a website.

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7110.H(Y) (1st time taken), 7120.H(Y) (2nd time taken), 7130.H(Y) (3rd time taken)
PEIMS: #03580900 (1st time taken), #03581000 (2nd time taken), #03581100 (3rd time taken)
Prerequisite: A minimum of one credit from the courses in the Information Technology Career Cluster and permission of the instructor/mentor for Independent Study in Technology Applications.
Independent Study in Technology Applications is designed to allow students to study technology applications foundations, such as technology-related terms, concepts, and data input strategies to communicate information in different formats to diverse audiences using a variety of technologies. Students practice making informed decisions to develop/produce original work appropriate to the selected profession or discipline and publish the product in electronic media and print. Skill-building in search strategies are utilized to access, analyze, and evaluate the acquired information. Individuals and groups solve problems, select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. This course may be taken up to three times for state elective credit.

INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 7210.H(Y) (1st time taken), 7220.H(Y) (2nd time taken), 7230.H(Y) (3rd time taken)
PEIMS: #03581500 (1st time taken), #03581600 (2nd time taken), #03581700 (3rd time taken)
Prerequisite: A minimum of one credit from the courses in the Information Technology Career Cluster and permission of the instructor/mentor for Independent Study in Evolving/Emerging Technologies.
Independent Study in Evolving/Emerging Technologies I is designed to provide students the opportunity to study and explore evolving/emerging technologies, including technology-related terms, concepts, and data input strategies. Students learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Throughout the course, students demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. This course may be taken up to three times for state elective credit.

ADVANCED USER EXPERIENCE (UX) DESIGN
Credit: 1 (Elective Credit)
Grade: 10-11
Course: 8817.R(Y)
PEIMS: #N1302814
Recommended Prerequisite: Foundations of User Experience
Advanced User Experience (UX) Design is designed to allow students to apply skills in science and art to make technology useful, meaningful, memorable and accessible to all users. Students will use knowledge from the Foundations of User Experience Design course to expand the research, design, programming, testing, and communication skills essential for success in this user-focused career field.

FOUNDATIONS OF USER EXPERIENCE (UX)
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8816.R(Y)
PEIMS: #N1302809
Recommended Prerequisite: Digital Media or Principles of Information Technology
Foundations of User Experience (UX) is designed to allow students to analyze and assess current trends in a fast-growing career field that creates meaningful, approachable, and compelling experiences for users of an array of products, services, and or initiatives of companies, governments, and organizations. Students will gain knowledge of introductory observation and research skills; basic design thinking and applied empathy methodologies; collaborative problem-solving ideation; and interaction design for solution development.

CYBER CITIZENSHIP
Credit: .5 (Elective Credit)
Grade: 9-12
Course: 8818.R(Y)
PEIMS: #N1260001
Prerequisite: NONE
Cyber Citizenship is designed to educate students regarding evolving platforms of social media and familiarizes them with their use. Cyber Citizenship will highlight the controversial issues associated with social media, including the laws regarding social media, inappropriate usage, and online harassment.

ENGINEERING APPLICATIONS OF COMPUTER SCIENCE PRINCIPLES
Credit: 1
Grade: 11-12
Course: 8743.HA00.Y
PEIMS: #13027540 Course
Prerequisites: Algebra I and at least one credit in a course from the Information Technology career cluster
Engineering Applications of Computer Science Principles teaches rigorous engineering design practices, engineering habits of mind, and the foundational tools of computer science. Students apply core computer science principles to solve engineering design challenges that cannot be solved without such knowledge and skills. Students use a variety of computer software and hardware applications to complete projects.

LAW AND PUBLIC SERVICE

*The **Law and Public Service Career Cluster** focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.*

Jobs in this field concern the important daily duties of protecting and serving the public. As homeland security moves to the forefront of our nation's concern, jobs relating to the safety, wellness, and rights of people have become increasingly important. The demand for protection of sites as varied as skyscrapers, seaports, airports, reservoirs, and military bases has skyrocketed. Growing opportunities continue in careers such as Emergency Medical Technicians (EMT), trial lawyers, and firefighters. If you have a calling to serve others, can remain calm under pressure, and love the law, then Law and Public Service may be the right career choice for you.

CLUBS AND ORGANIZATIONS

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
NON-COMMISSIONED SECURITY OFFICER LEVEL II EMERGENCY MEDICAL RESPONDER GENERAL MANAGEMENT	**LAWYERS** **19%** JOB GROWTH IN TEXAS **$111,705** AVERAGE SALARY **POLITICAL SCIENTISTS** **28%** JOB GROWTH IN TEXAS **$98,883** AVERAGE SALARY **FIRE INSPECTORS AND INVESTIGATORS** **14%** JOB GROWTH IN TEXAS **$67,014** AVERAGE SALARY

PUBLIC SERVICE ENDORSEMENT

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<tr><td>FIREFIGHTER II
OR PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY</td><td>CRIMINAL INVESTIGATION
OR FORENSIC SCIENCE
OR PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY</td><td colspan="2">PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
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<tr><td colspan="4">JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)</td></tr>
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</table>

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8830.R(Y)
PEIMS: #13029200
Recommended Prerequisite: NONE
Principles of Law, Public Safety, Corrections, and Security is designed to introduce students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire safety, security, and corrections.

LAW ENFORCEMENT I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8831.R(Y)
PEIMS: #10329300
Recommended Prerequisite: Principles of Law, Public Safety, Corrections and Security
Law Enforcement I is designed to be an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, the classification and the elements of crime.

LAW ENFORCEMENT II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8832.HA(Y)
PEIMS: #13029400
Recommended Prerequisite: Law Enforcement I
Law Enforcement II is designed to provide the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities of criminal and civil law and procedure, and courtroom testimony.

FORENSIC SCIENCE
Credit: 1 (Science)
Grade: 11-12
Course: 8833.HA(Y)
PEIMS: #13029500
Prerequisite: One credit in Biology, one credit in Chemistry, Integrated Chemistry and Physics (IPC) or Physics.
Recommended prerequisite or **Corequisite:** Any Law, Public Safety, Corrections, and Security Career Cluster course.
Students must meet the 40% laboratory and fieldwork requirement.
Forensic Science is designed to be a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Texas law requires at least 40 percent lab and field investigations.

CRIMINAL INVESTIGATION
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8834.R(Y)
PEIMS: #13029550
Recommended Prerequisite: Principles of Law, Public Safety, Corrections and Security
Criminal Investigation is designed to be a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures to follow up during investigations. Students will learn terminology and investigative procedures related to criminal activity, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence and other types of evidence.

COURT SYSTEMS AND PRACTICES
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8835.R(Y)
PEIMS: #13029600
Recommended Prerequisite: Principles of Law, Public Safety, Corrections and Security
Criminal Investigation is designed to be a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures to follow up during investigations. Students will learn terminology and investigative procedures related to criminal activity, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence and other types of evidence.

CORRECTIONAL SERVICES
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8836.HA(Y)
PEIMS: #13029700
Recommended Prerequisite: Principles of Law, Public Safety, Corrections and Security.
Additional Requirement: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.
Correctional Services is designed to allow students to prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization.

FIREFIGHTER I
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8837.HA(Y)
PEIMS: #13029900
Recommended Prerequisite: Principles of Law, Public Safety, Corrections and Security, Touch System Data Entry
Firefighter is designed to introduce students to firefighter safety and development. Students will analyze the Texas Commission on Fire Protection rules, regulations, proper incident reporting, records, proper use of personal protection equipment, and the principles of fire safety. Students will be introduced to candidate physical ability training.

FIREFIGHTER II
Credit: 3 (Elective Credits)
Grade: 11-12
Course: 8838.HT(Y), 8838.HA(Y)
PEIMS: #13030000
Prerequisite: Firefighter I. **Recommended Prerequisite:** Principles of Law, Public Safety, Corrections, and Security.
Firefighter II is designed to be the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will learn procedures for use of fire extinguishers, ladder, fire hose, and water supply apparatus. Upon completion of the two-year program, a student may be eligible to receive the TCFP Basic Fire Suppression Certification.

PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (1st and 2nd time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8815.HA(Y) (1st time taken), 8825.H(Y) (2nd time taken)
PEIMS: #13030100 (1st time taken), #13030110 (2nd time taken)
Prerequisite: 16 years of age
Practicum in Law, Public Safety, Corrections, and Security is designed to be a capstone experience for students participating in a coherent sequence of courses in the Law, Public Safety, Corrections, and Security cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

PRACTICUM IN LOCAL, STATE, AND FEDERAL GOVERNMENT
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8650.HA(Y)
PEIMS: #13019000
Prerequisite: 16 years of age
Practicum in Local, State, and Federal Government is designed so the students will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students will apply

technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.

DISASTER RESPONSE
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8809.R(Y)
PEIMS: #N1303011
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.
Disaster Response is designed to cover basic training of students in disaster survival and rescue skills. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues, and disasters of all kinds.

EMERGENCY MEDICAL TECHNICIAN BASIC
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8839.HA(Y)
PEIMS: #N1303015
Prerequisites: Biology**, Recommended Prerequisite:** Principles of Law, Public Safety, Corrections, and Security; and Anatomy and Physiology.
Emergency Medical Technician Basic is designed to allow students to gain skills to become an EMT, such as providing entry-level emergency medical care, life support, and ambulance service. This is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators, will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course.

LEGAL RESEARCH AND WRITING
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8812.HA(Y)
PEIMS: #N1303014
Recommended Prerequisite: Course Systems and Practices
Legal Research and Writing is designed to provide an introduction into the study and practice of legal writing and research. This course is designed to introduce students to the methods and tools used to conduct legal research, develop and frame legal arguments, produce legal writings such as briefs, memorandums, and other legal documents, student U.S. Constitutional law, and prepare for appellate arguments.

POLITICAL SCIENCE I
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8840.R(Y)
PEIMS: #13018300
Recommended Prerequisite: Principles of Government and Public Administration
Political Science I is designed to introduce students to political theory through the study of governments; public policies; and political processes, systems, and behavior.

POLITICAL SCIENCE II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8843.HA(Y)
PEIMS: #13018400
Recommended Prerequisite: Principles of Government and Public Administration and Political Science I Political Science II is designed to use a variety of learning methods and approaches to examine the processes, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current U.S. and world events.

COUNSELING AND MENTAL HEALTH
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8704.HA(Y)
PEIMS: #13024600
Recommended Prerequisite: Principles of Human Services
Counseling and Mental Health is designed to model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of counseling's ethical and legal responsibilities, limitations, and
the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

MANUFACTURING

*The **Manufacturing Career Cluster** focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.*

Manufacturing is raw materials that become products such as cars, computer chips, cell phones, cosmetics, couches, and more. Employees who create those products range from production-line workers assembling parts in factories to executives in skyscrapers overseeing global operations. With the automation process, performing tasks that typically occur in manufacturing, highly trained employees that can adapt to a variety of situations are necessary. Manufacturing today needs people who can understand highly technical information and who can make complex decisions. If you are a creative problem solver, can follow detailed instructions, or are good at organizing people and processes, then Manufacturing may be the right career choice for you.

CLUBS AND ORGANIZATIONS

SkillsUSA empowers its members to become world-class workers, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
C-101 CERTIFIED 4.0 ASSOCIATE I - BASIC OPERATIONS	**MECHANICAL ENGINEERS** **19%** JOB GROWTH IN TEXAS **$99,937** AVERAGE SALARY **INDUSTRIAL ENGINEERS** **26%** JOB GROWTH IN TEXAS **$100,000** AVERAGE SALARY **INDUSTRIAL ENGINEERING TECHNOLOGISTS AND TECHNICIANS** **17%** JOB GROWTH IN TEXAS **$62,096** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

MANUFACTURING RECOMMENDED COURSE SEQUENCE	
PROGRAM OF STUDY	
ROBOTICS AND AUTOMATION TECHNOLOGY	**MANUFACTURING TECHNOLOGY**
PRINCIPLES OF APPLIED ENGINEERING **OR** PRINCIPLES OF MANUFACTURING	
MANUFACTURING ENGINEERING TECHNOLOGY I **OR** ROBOTICS I	METAL FABRICATION AND MACHINING I **OR** DIVERSIFIED MANUFACTURING I
MANUFACTURING ENGINEERING TECHNOLOGY II **OR** ROBOTICS II **OR** ENGINEERING DESIGN AND PRESENTATION I	METAL FABRICATION AND MACHINING II **OR** DIVERSIFIED MANUFACTURING II
PRACTICUM IN MANUFACTURING **OR** CAREER PREPARATION FOR POS	
	OR PRECISION IN METAL MANUFACTURING II

PRINCIPLES OF MANUFACTURING
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8630.R(Y)
PEIMS: #13032200
Recommended Prerequisite: Algebra 1 or Geometry
Principles of Manufacturing is designed to allow students to gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world.

PRECISION METAL MANUFACTURING I
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8614.HA(Y)
PEIMS: #13032500
Recommended Prerequisite: Principles of Manufacturing and completion of or concurrent enrollment in Algebra I or Geometry
Precision Metal Manufacturing I is designed to provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to precision metal manufacturing to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment.

PRECISION METAL MANUFACTURING II
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8624.HA(Y)
PEIMS: #13032600
Prerequisite: Precision Metal Manufacturing I
Precision Metal Manufacturing II is designed to provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to precision metal manufacturing to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment.

MANUFACTURING ENGINEERING TECHNOLOGY
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8617.R(Y)
PEIMS: #13032900
Recommended Prerequisite: Algebra 1
Manufacturing Engineering Technology I is designed to allow students to gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

MANUFACTURING ENGINEERING TECHNOLOGY II
Credit: 1 (Mathematics Credit)
Grade: 11-12
Course: 8627.HA(Y)
PEIMS: #13032950
Prerequisite: Manufacturing Engineering Technology I. Recommended: Algebra II, Computer Science I, or Physics.
Manufacturing Engineering Technology II is designed so students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of Manufacturing Engineering Technology II will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety
of interesting and relevant activities, problems, and settings.

METAL FABRICATION AND MACHINING I
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8619.R(Y)
PEIMS: #13032700
Recommended Prerequisite: Algebra 1 or Geometry
Manufacturing Career Cluster is designed to focus on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering. Metal Fabrication and Machining I provides the knowledge, skills, and certifications required for equal employment opportunities in the metal production industry. Students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

PRACTICUM IN MANUFACTURING
Credit: 2 (Elective Credits)
Grade: 12
Course: 8618.HA(Y)
PEIMS: #13033000
Prerequisite: NONE
Practicum in Manufacturing is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

ROBOTICS I
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8715.HA(Y)
PEIMS: #13037000
Recommended Prerequisite: Principles of Applied Engineering
Robotics I is designed to allow students to transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

ROBOTICS II
Credit: 1 (Elective Credit)
Grade: 10-11
Course: 8725.HA(Y)
PEIMS: #13037050
Prerequisite: Robotics I
Robotics II is designed to allow students to explore artificial intelligence and programming in the robotic and automation industry. Students will develop project management skills as they work in teams to design and develop their own automated robotic systems using a variety of tools. This course satisfies a high school mathematics graduation requirement.

DIVERSIFIED MANUFACTURING II
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8625.HA(Y)
PEIMS: #13032660
Prerequisite: Diversified Manufacturing I Recommended prerequisite: Algebra I
Diversified Manufacturing II is designed to allow students to gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge about career opportunities, requirements, and expectations and the development of skills prepare students for workplace success.

DIVERSIFIED MANUFACTURING I
Credit: 1 (Elective Credit)
Grade: 10-11
Course: 8623.R(Y)
PEIMS: #13032650
Prerequisite: None
Diversified Manufacturing I is designed to allow students to gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Diversified Manufacturing I allows students the opportunity to understand the process of mass production by using a wide variety of materials and manufacturing techniques.

PRINCIPLES OF APPLIED ENGINEERING
Credit: 1 (Elective Credit)
Grade: 9-10
Course: 8716.HT/H0(Y), 8716.R(Y)
PEIMS: #13036200
Prerequisite: NONE
Principles of Applied Engineering is designed to introduce students to concepts and skills in engineering design. Students explore the engineering design process using relevant hardware and software to complete hands-on and group projects in a variety of areas. Subjects may include robotics, electronics, mechanical design, computer-aided drafting (CAD), and other career opportunities.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

*The **Transportation, Distribution, & Logistics Career Cluster** focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.*

Every day, people and products travel hundreds of thousands of miles of roads, waterways, railroad tracks, and air routes—all because of those who work in Transportation, Distribution, and Logistics. Many of these professionals are responsible for diagnosing, repairing, and performing preventative maintenance on today's vehicles. Auto technicians use sophisticated diagnostic tools to repair transmissions, improve engine performance, steering and suspension, brakes, electrical, heating and air conditioning systems. If you have a love for hands-on work and the motivation to learn and adapt to ever-changing technology, then a career in Transportation, Distribution, and Logistics could be the right choice for you.

CLUBS AND ORGANIZATIONS

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. The organization improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics. SkillsUSA works because it empowers every student to achieve career success.

INDUSTRY BASED CERTIFICATIONS	HOT JOBS
ASE REFRIGERANT RECOVERY AND RECYCLING	**AUTOMOTIVE SERVICE TECHNICIANS AND MECHANICS** **10%** JOB GROWTH IN TEXAS **$44,809** AVERAGE SALARY **BUS AND TRUCK MECHANICS AND DIESEL ENGINE SPECIALISTS** **19%** JOB GROWTH IN TEXAS **$50,967** AVERAGE SALARY **FIRST-LINE SUPERVISORS OF MECHANICS, INSTALLERS, AND REPAIRERS** **19%** JOB GROWTH IN TEXAS **$66,535** AVERAGE SALARY

BUSINESS AND INDUSTRY ENDORSEMENT

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS RECOMMENDED COURSE SEQUENCE
PROGRAM OF STUDY
AUTOMOTIVE AND COLLISION REPAIR
PRINCIPLES OF TRANSPORTATION SYSTEMS **OR** BASIC COLLISION REPAIR AND REFINISHING
AUTOMOTIVE BASICS **OR** COLLISION REPAIR
AUTOMOTIVE TECHNOLOGY I: MAINTENANCE LIGHT REPAIR **OR** PAINT AND REFINISHING/LAB
AUTOMOTIVE TECHNOLOGY II: AUTO SERVICE **OR** PRACTICUM IN TRANSPORTATION SYSTEMS **OR** CAREER PREPARATION FOR POS

PRINCIPLES OF TRANSPORTATION SYSTEMS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8900.R(Y)
PEIMS: #13039250
Prerequisite: NONE
Principles of Transportation is designed to allow students to gain knowledge that includes the history, laws and regulations, and common practices used in the transportation industry. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

AUTOMOTIVE BASICS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8901.HT(Y), 8901.R(Y)
PEIMS: #13039550
Prerequisite: NONE
Automotive Basics is designed to include knowledge of the automotive systems and the theory and principles of the components that make up each system and how to service [diagnosing and serving] these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics students will gain knowledge and skills in the repair, maintenance, and servicing [diagnosis] of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use and employability.

AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR
Credit: 2 (Elective Credits)
Grade: 9-12
Course: 8911.HA(Y)
PEIMS: #13039600
Recommended Prerequisite: Automotive Basics
Maintenance and Light Repair is designed to include knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach vehicle maintenance and light repair.

AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8921.H(Y)
PEIMS: #13039700
Prerequisite: Automotive Technology I: Maintenance and Light Repair
Automotive Service is designed to include knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Service includes applicable safety and environmental rules and regulations. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course upon graduation is to prepare the students for entering the workforce.

BASIC COLLISION REPAIR AND REFINISHING
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8902.HT(Y), 8902.R(Y)
PEIMS: #13039750
Prerequisite: NONE
Basic Collision Repair and Refinishing is designed to include knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

COLLISION REPAIR
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8912.HT(Y)
PEIMS: #13039800
Recommended Prerequisite: Basic Collision Repair and Refinishing
Collision Repair is designed to include knowledge of the processes, technologies, and materials used in the reconstruction [and alteration] of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

PAINT AND REFINISHING
Credit: 2 (Elective Credits)
Grade: 10-12
Course: 8903.HA(Y)
PEIMS: #13039900
Recommended Prerequisite: Collision Repair or Basic Collision Repair and Refinishing
Paint and Refinishing is designed to include knowledge of the processes, technologies, and materials used in the reconstruction [and alteration] of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint [collision repair] and refinishing.

PRACTICUM IN TRANSPORTATION SYSTEMS (1st and 2nd time taken)
Credit: 2 (Elective Credits)
Grade: 11-12
Course: 8913.HA(Y), 8923.HA(Y)
PEIMS: #13040450 (1st time taken), #13040460 (2nd time taken)
Prerequisite: 16 years of age
Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based.

INTRODUCTION TO AEROSPACE AND AVIATION
Credit: 1 (Elective Credit)
Grade: 9-11
Course: 8904.R(Y)
PEIMS: #N1304672
Prerequisite: NONE
Introduction to Aerospace and Aviation is designed to provide the foundation for Advanced exploration in the areas of professional pilot, aerospace engineering, and unmanned aircraft systems. Students will learn about the history of aviation, from Leonardo da Vinci's ideas about flight to the Wright brothers and the space race. Along the way, students will learn about the innovations and technological developments that have made today's aviation and aerospace industries possible. The course includes engineering practices, the design process, aircraft structure, space vehicles past and present, and a look toward future space exploration.

CONCEPTS OF DISTRIBUTION AND LOGISTICS TECHNOLOGY
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 8907.R(Y)
PEIMS: #N1303800
Prerequisite: NONE
Concepts of Distribution and Logistics Technology is designed to provide students with a broader basis for understanding the technology of managing, storing, shipping, and receiving different materials.

CAREER DEVELOPMENT COURSES

GENERAL EMPLOYABILITY SKILLS
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 8002.R(Y), 8002.W(Y)
PEIMS: #N1270153
Prerequisite: NONE
General Employability Skills is designed to provide instruction in general employability skills as well as the prerequisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team.

STUDENT TO INDUSTRY CONNECTION
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8111.R(Y), 8111.W(Y)
PEIMS: #N1270154
Recommended Prerequisite: Successful completion of two career and technical education courses.
Student to Industry Connection is designed to provide students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor.
The course may include a work-based learning component. Instruction will support students with marketable skills attainment.

CAREER PREPARATION GENERAL (FIRST TIME TAKEN)
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8122.HA(Y)
PEIMS: #12701111
Prerequisite: At least one level 2 or higher CTE course,16 years of age and own transportation to training site
Career Preparation General is designed to provide opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is for students to obtain entry-level employment developing a variety of skills for obtaining and maintaining employment. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.Students meet daily for classroom instruction and complete a minimum of 10 hours (two credits), five of which must be completed during the school week. This course is not offered as pass/fail.

CAREER PREPARATION FOR PROGRAMS OF STUDY
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8110.H(Y)
PEIMS: # 12701121
Prerequisite: At least one level 2 or higher CTE course,16 years of age and own transportation to training site
Career Preparation for Programs of Study is designed to provide additional opportunities for students to develop business and industry employment experiences, which must be related to the student's current program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation for Programs of Study expands on Career Preparation General by increasing rigor, supporting student attainment of academic standards, and effectively preparing students for college and career success. Students meet daily for classroom instruction and complete a minimum of 10 hours (two credits), five of which must be completed during the school week. This course is not offered as pass/fail.

CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE

Credit: 1 (Elective Credit)

Grade: 11-12

Course: 8210.H(Y)

PEIMS: # 12701101 (1st time taken), #12701102 (2nd time taken) #12701103 (3rd time taken)

Prerequisite: NONE

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts.

SPECIAL PROGRAMS
MILITARY SCIENCE
JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

The Junior Reserve Officers' Training Corps (JROTC) is a four-year program co-sponsored by the school district and the U.S. Air Force. The JROTC program provides students the opportunity to become informed and responsible citizens, develop leadership and self-discipline skills and become involved in their school and community. The JROTC is coeducational and includes extracurricular activities. After school activities are voluntary. There is no military obligation associated with or incurred by being in the JROTC program. The JROTC class can satisfy the PE requirements for graduation.

Honor and Commitment; these words are more than just a motto. The Junior Reserve Officers' Training Corps (JROTC) is a high school program aimed at educating students in leadership roles while making them aware of the benefits of good citizenship. The program consists of four full-credit elective classes that combine interesting classroom instruction with the opportunity to serve the school and the community. Students that maintain enrollment in the program have the following post-secondary benefits:

JROTC MILITARY RECOMMENDED COURSE SEQUENCE	
AEROSPACE SCIENCE I (AFJROTC 1)	
AEROSPACE SCIENCE II (AFJROTC 2)	
AEROSPACE SCIENCE III (AFJROTC 3)	
AEROSPACE SCIENCE IV (AFJROTC 4)	
HOT JOBS	
INFORMATION TECHNOLOGY PROJECT MANAGER **15.78%** JOB GROWTH IN TEXAS **$90,573** AVERAGE SALARY	**LOGISTICIAN** **15.6%** JOB GROWTH IN TEXAS **$86,161** AVERAGE SALARY

PUBLIC SERVICE ENDORSEMENT

AEROSPACE SCIENCE I (AFJROTC 1)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 6010.R(Y) (PE credit, see description below), 9001.R(Y) (Military Science credit, see description below)
PEIMS: #03160100
Prerequisite: NONE
Aerospace Science is designed to teach students about the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership I introduces cadets to AFJROTC. It contains sections on cadet and Air Force organizational structure, uniform wear; customs, courtesies, other military traditions, and the importance of good citizenship. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

Note: Course number 6010 allows a student to earn PE credit, while course number 9001 allows a student to earn Military Science credit. Course number 9001 is to be used only if a student has already satisfied or is currently satisfying his physical education

requirement with a different course or PE substitution. Course number 9001 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.

AEROSPACE SCIENCE II (AFJROTC 2)
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 9002.R(Y)
PEIMS: #03160200
Recommended Prerequisite: AFJROTC I or senior aerospace science instructor (SASI) approval
Aerospace Science II is designed to acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Leadership II stresses communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

AEROSPACE SCIENCE III (AFJROTC 3)
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 9003.R(Y)
PEIMS: #03160300
Recommended Prerequisite: AFJROTC II or SASI approval
Aerospace Science III is designed to acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Leadership III helps students decide which path to take after high school. Information is provided on job search and how to apply for admission to college or to a vocational or technical school. Financial planning is covered on how to save, invest, and spend money wisely. There is information on how to prepare a résumé and the importance of good interviewing skills. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

AEROSPACE SCIENCE IV (AFJROTC 4)
Credit: 1 (Elective Credit)
Grade: 12
Course: 9004.R(Y)
PEIMS: #03160400
Recommended Prerequisite: AFJROTC III or SASI approval
Aerospace Science IV is designed to acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Upper class cadets manage the entire corps under AFJROTC instructor supervision. Cadets are provided hands-on experience to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. The Leadership IV course covers the fundamentals of management. Emphasis is placed on allowing the student to see himself/herself as a leader/manager. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

Note: JROTC I-IV may be used to satisfy one PE credit. PES00004 – PE Substitution, will earn 1.28 CTE weighted funding.

ENGLISH LANGUAGE ARTS
COURSE SELECTIONS

HIGH SCHOOL: ENGLISH RECOMMENDED COURSE SEQUENCE	
ENGLISH I OR ENGLISH I ADVANCED	ENGLISH II OR ENGLISH II ADVANCED
ENGLISH III OR ENGLISH III ADVANCED OR AP ENGLISH LANGUAGE & COMPOSITION (III)	ENGLISH IV OR ENGLISH IV ADVANCED OR AP ENGLISH LITERATURE & COMPOSITION (IV)

HIGH SCHOOL: ENGLISH ELECTIVES RECOMMENDED COURSE SEQUENCE				
ADVANCED JOURNALISM: NEWS MEDIA PROGRAM OF STUDY	ADVANCED JOURNALISM: YEARBOOK PROGRAM OF STUDY	DEBATE PROGRAM OF STUDY	ORAL INTERPRETATION PROGRAM OF STUDY	PUBLIC SPEAKING PROGRAM OF STUDY
JOURNALISM		DEBATE I	ORAL INTERPRETATION I	PUBLIC SPEAKING I
ADVANCED JOURNALISM: LITERARY MAGAZINE I	ADVANCED JOURNALISM: YEARBOOK I	DEBATE II	ORAL INTERPRETATION II	PUBLIC SPEAKING II
ADVANCED JOURNALISM: LITERARY MAGAZINE II	ADVANCED JOURNALISM: YEARBOOK II	DEBATE III	ORAL INTERPRETATION III	PUBLIC SPEAKING III
ADVANCED JOURNALISM: LITERARY MAGAZINE III	ADVANCED JOURNALISM: YEARBOOK III	SPEECH INDEPENDENT STUDY I-III		
JOURNALISM INDEPENDENT STUDY I-III				

<table>
<tr><th colspan="6">HIGH SCHOOL ENGLISH LANGUAGE DEVELOPMENT PATHWAYS (ESL)</th></tr>
<tr><td colspan="2">YEARS IN US SCHOOLS: 0 - 3

ENGLISH PROFICIENCY: BEGINNER OR INTERMEDIATE</td><td colspan="2">YEARS IN US SCHOOLS: 3 - 5

ENGLISH PROFICIENCY: INTERMEDIATE</td><td colspan="2">YEARS IN US SCHOOLS: 6+

ENGLISH PROFICIENCY: INTERMEDIATE, ADVANCED, ADVANCED HIGH</td></tr>
<tr><td>CORE COURSE
TAKEN IN PLACE OF ENG
ESOL I 1801.E000.Y
ESOL II 1802.E000.Y
ENG 3</td><td>ELDA Elective
1ST YEAR TAKEN
1803.E000.Y
2ND YEAR TAKEN
1804.E000.Y</td><td>CORE COURSE
TAKEN IN PLACE OF ENG
ESOL I 1801.E000.Y
ESOL II 1802.E000.Y
ENG 3</td><td>READING ELECTIVE ESL
RDG ESL 1 1005.E000.Y
RDG ESL 2 1006.E000.Y
RDG ESL 3 1007.E000.Y</td><td>CORE COURSE
GENERAL ENGLISH COURSES</td><td>READING ELECTIVE ESL
RDG ESL 1 1005.E000.Y
RDG ESL 2 1006.E000.Y
RDG ESL 3 1007.E000.Y</td></tr>
<tr><td>CORE COURSE
SHELTERED CONTENT COURSES FOR SOCIAL STUDIES, MATH, SCIENCE
COURSE CODE:
“####.E000.Y”</td><td></td><td>CORE COURSE
SHELTERED CONTENT COURSES FOR SOCIAL STUDIES, MATH, SCIENCE
COURSE CODE:
“####.E000.Y”</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">CONTENT & ESL CERTIFIED TEACHER</td><td colspan="2">CONTENT & ESL CERTIFIED TEACHER</td><td colspan="2">ELA & ESL CERTIFIED TEACHER</td></tr>
<tr><td>CURRICULUM & RESOURCES
ESOL CURRICULUM
IMAGINE LEARNING
EDGE FUNDAMENTALS</td><td>CURRICULUM & RESOURCES:
ELDA CURRICULUM
IMAGINE LEARNING
INSIDE THE USA</td><td>CURRICULUM & RESOURCES:
ENG CURRICULUM
IMAGINE LEARNING
EDGE FUNDAMENTALS</td><td>CURRICULUM & RESOURCES:
IMAGINE LEARNING
EDGE LEVEL A - C</td><td>CURRICULUM & RESOURCES:
ENG CURRICULUM
IMAGINE LEARNING
STUDYSYNC</td><td>CURRICULUM & RESOURCES:
EDGE LEVEL A - C</td></tr>
<tr><td colspan="6">MULTILINGUAL INSTRUCTIONAL FRAMEWORK: CONTENT BASED LANGUAGE INSTRUCTION</td></tr>
</table>

ENGLISH I/ADVANCED ENGLISH I
Credit: 1 (English Language Arts)
Grade: 9-12
Course: 1001.R000.Y/H000.Y
PEIMS: #03220100
Prerequisite: NONE
English I provides readers and writers with daily opportunities to refine their written and oral communication skills through the study and application of reading, writing, and inquiry performance tasks. Students practice a variety of writing tasks in a variety of genres. Students plan, draft, and craft complete written compositions on a regular basis. Writers edit and revise papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Writers are also expected to publish to audiences within and beyond the classroom. Students read extensively in multiple genres, analyzing the works and interpreting the possible influences of historical and cultural context. Students read texts in both digital and traditional formats from diverse authors as they practice 21st century literacy skills.

The higher-level critical thinking skills of analysis, evaluation, and synthesis are also practiced in authentic reading and writing contexts.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I (ESOL I)
Credit: 1 (English Language Arts)
Grade: 9-12
Course: 1801.E000.Y
PEIMS: #03200600
Prerequisite: Emergent Bilingual students in the beginner or intermediate level of proficiency in English
This course provides instruction in English I TEKS and is designed to serve as the English I course for Emergent Bilingual students identified as Newcomers or students in years 0-3 in U.S. schools and at the beginning or intermediate level of English proficiency. The courses provide targeted and focused second language acquisition strategies that support the development of both interpersonal English skills and academic English. Course placement may be determined by LPAC.

ENGLISH II/ADVANCED ENGLISH II
Credit: 1 (English Language Arts)
Grade: 10-12
Course: 1002.R000.Y/H000.Y
PEIMS: #03220200
Prerequisite: English I/Advanced English I
English II continues to build proficiency and refine students' written and oral communication skills, building on the reading, writing, and inquiry skills they developed in English I. Students practice a variety of writing tasks in a variety of genres. Students plan, draft, and craft complete written compositions on a regular basis. Writers edit and revise papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Writers are also expected to publish to audiences within and beyond the classroom. Students read extensively in multiple genres, analyzing the works and interpreting the possible influences of historical and cultural context. Students read texts in both digital and traditional formats from diverse authors as they practice 21st century literacy skills. The higher-level critical thinking skills of analysis, evaluation and synthesis are also practiced in authentic reading and writing contexts.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II (ESOL II)
Credit: 1 (English Language Arts)
Grade: 9-12
Course: 1802.E000.Y
PEIMS: #03200700
Prerequisite: ESOL 1 and Emergent Bilingual in the beginner or intermediate level of English proficiency.
This course provides instruction in English II TEKS and is designed to serve as the English II course for Emergent Bilingual students identified as Newcomers or students in years 0-3 in U.S. schools and at the beginning or intermediate level of English proficiency. The courses provide targeted and focused second language acquisition strategies that support the development of both interpersonal English skills and academic English. Course placement may be determined by LPAC.

ENGLISH III
Credit: 1 (English Language Arts)
Grade: 11-12
Course: 1003.R000.Y
PEIMS: #03220300
Prerequisite: English II/Advanced English II
English III continues to increase and refine students' written and oral communication skills, building on the reading, writing, and inquiry skills they developed in English II. Students practice a variety of writing tasks in a variety of genres. Students plan, draft, and craft complete written compositions on a regular basis. Writers edit and revise papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Writers are also expected to publish to audiences within and beyond the classroom. Students read extensively in multiple genres, analyzing the works and interpreting the possible influences of historical and cultural context. Students read texts in both digital and traditional formats from diverse authors as they practice 21st century literacy skills. The higher-level critical thinking skills of analysis, evaluation, and synthesis are also practiced in authentic reading and writing contexts.

AP ENGLISH LANGUAGE & COMPOSITION (III)
Credit: 1 (English Language Arts)
Grade: 11
Course: 1603.P000.Y
PEIMS: #A3220100
Recommended Prerequisite: Advanced English II
AP Language and Composition emphasizes the analysis of a variety of literary and nonfiction texts with attention to the writer's style, diction, syntax, argumentation and logic. Students record this analysis in compositions that use sophisticated syntax and vocabulary, effective use of proof, and control of the conventions of language. Students also write their own refined arguments and synthesize evidence from different sources. Emphasis is on wide reading and analytic response in timed essays in preparation for the Advanced Placement Examination in Language and Composition. Students practice the research skills and long-term project management that will be required in future college courses.

ENGLISH IV
Credit: 1
Grade: 12
Course: 1004.R000.Y
PEIMS: #03220400
Prerequisite: Official promotion to or placement in high school
English IV is designed to prepare students for college/career level reading and writing intensive courses including freshman composition and other introductory college courses. Students use critical writing and reading skills to develop and represent the processes and products of their critical thinking. Through critical writing and reading, writers think through ideas, problems and issues; identify and challenge assumptions; and explore multiple ways of understanding. This is important in college as writers are asked to move past obvious or surface-level interpretations and use writing to make sense of and respond to written, visual, verbal and other texts that they encounter. Writers learn to move back and forth through different stages of writing, adapting those stages to the situation to independently produce final, polished texts. Writers are also expected to publish to audiences within and beyond the classroom. Students read texts in both digital and traditional formats from diverse authors as they practice 21st century literacy skills. A balance of literary and informational text analysis and writing tasks offer students multiple opportunities to produce products for authentic audiences and purposes.

AP ENGLISH LITERATURE & COMPOSITION (IV)
Credit: 1 (English Language Arts)
Grade: 12
Course: 1604.P000.Y
PEIMS: #A3220200
Recommended Prerequisite: English III or AP English Language & Composition
Employing college-level expectations, this course emphasizes wide reading and analysis of world literature including fiction, nonfiction and poetry. Students analyze literary elements and writer's style related to purpose, audience and theme. Literary analysis will be a major focus of the composition strand, yet students will also compose essays and sophisticated research. Students practice the research skills and long-term project management that will be required in future college courses as well as preparing for the Advanced Placement Examination in English Literature and Composition.

BUSINESS ENGLISH
Credit: 1 (English Language Arts)
Grade: 12
Course: 8602.R(Y)
PEIMS: #13011600
Prerequisite: English III
Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English for business reproduction.

COLLEGE PREP ENGLISH
Credit: 1 (English Language Arts) ***(Students must also take English IV to meet the requirements of the the Multidisciplinary Endorsement or Humanities Endorsement)***
Grade: 12
Course: 9999.R000.Y
PEIMS: #CP110100
Prerequisite: English III
The goal of this course is to develop students as critical readers, thinkers, and purposeful writers prepared for college success in introductory courses across disciplines. Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind.

ENGLISH LANGUAGE ARTS ELECTIVES

COLLEGE READINESS AND STUDY SKILLS
Credit: 0.5 (Elective Credit)
Grade: 9-12
Course: 1046.R000.X
PEIMS: #03270100
Prerequisite: NONE
This course enhances the study skills of students who seek additional strategies for learning from texts in all curriculum areas. Emphasis includes vocabulary, summarization, identifying key ideas, and drawing inferences and conclusions. Students will present their responses to text in a variety of ways.

CONTEMPORARY MEDIA
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 1045.R000.Y
PEIMS: #03241401
Recommended Prerequisite: English II
Students study the role of media as a tool within academic, social, and democratic processes as it influences tastes, behavior, purchasing, and voting decisions. Students will examine the historical development of different mass media and related technologies. Students will plan, produce, present, and evaluate media messages.

HUMANITIES (1st and 2nd time taken)
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 11-12
Course: #1015.H000.X/.Y (1st time taken), #1025.H000.X/.Y (2nd time taken)
PEIMS: #03221600 (1st time taken), #03221610 (2nd time taken)
Recommended Prerequisite: English II
Students will visit museums, conduct formal research, and use a variety of primary and secondary source materials as they study relationships among art, architecture, religion, philosophy, music, literature, and other creative endeavors in historic and contemporary world cultures. Their analysis will compare the social contexts that produce art as well as how artistic expression, religion, and philosophy reflect the human spirit. This course may be taken up to two times for state elective credit.

INDEPENDENT STUDY IN ENGLISH 1st (1st, 2nd, and 3rd time taken)
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 11-12
Course: 1016.H000.X/.Y (1st time taken), 1026.H000.X/.Y (2nd time taken), 1036.H000.X/.Y (3rd time taken)
PEIMS: #03221800 (1st time taken), Second time taken: 03221810 (2nd time taken), #03221820 (3rd time taken)
Prerequisite: English II or approval of instructor
Under the supervision of the teacher, students prepare three independent projects for evaluation, which include a reading list, formal writing, and oral presentation with visuals. Projects may reach beyond literature but must involve reading, research, and

writing on an advanced level with a thesis approved by the instructor. Students report weekly on the progress of their projects and use peer editing and revision extensively before the final presentations. This course may be taken up to three times for state elective credit.

VISUAL MEDIA ANALYSIS & PRODUCTION
Credit: .5 (Elective Credit)
Grade: 11-12
Course: 1043.R000.X
PEIMS: #03221700
Recommended Prerequisite: English II
Students analyze the historical development of film as art, evaluating subject matter, choice of media, content, purpose and effect. Students use a variety of media and technologies to communicate their findings and observations.

ENGLISH LANGUAGE DEVELOPMENT & ACQUISITION (ELDA) (1st & 2nd time taken)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 1803.E000.Y (1st time taken), 1804.E000.Y (2nd time taken)
PEIMS: #03200800 (1st time taken), #03200810 (2nd time taken)
Prerequisite: Newcomers at the beginner or intermediate level of English proficiency. This course must be taken concurrently with an ESOL or English course and can be taken for up to 2 credits.
This course provides instruction that is focused on supporting Emergent Bilingual students identified as Newcomers through instruction that addresses speaking, listening, reading and writing in English while developing social language and the basic building block for literacy. The course validates students' native languages and cultures while supporting acceleration of English acquisition.

READING ELECTIVES

READING I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 1005.R000.Y; 1005.RD00.Y (Dyslexia)
PEIMS: #03270700
Intervention Placement: Unsuccessful in Tier 2 and/or below 30th percentile on MAP **AND** Did Not Meet Performance on STAAR (2 or more years in a row)
Prerequisite: NONE
Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Students read, write, listen, speak, and view to learn more about the world and create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

READING II
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 1006.R000.Y; 1006.RD00.Y (Dyslexia)
PEIMS: #03270800
Intervention Placement: Unsuccessful in Tier 2 and/or Did Not Meet Performance on STAAR (2 or more years in a row)
Prerequisite: NONE
Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Students read, write, listen, speak, and view to learn more about the world and create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both

independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

READING III
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 1007.R000.Y; 1007.RD00.Y (Dyslexia)
PEIMS: #03270900
Intervention Placement: Unsuccessful in Tier 2 and/or Did Not Meet Performance on STAAR (2 or more years in a row)
Prerequisite: NONE
Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Students read, write, listen, speak, and view to learn more about the world and create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

LITERARY GENRES
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 11-12
Course: 1020.R000.X, 1020.R000.Y
PEIMS: #03221500
Recommended Prerequisite: English II
Students build an extensive vocabulary through wide reading of a variety of genres. Emphasis is on analyzing common themes in a variety of cultures. Students will use writing to analyze literature and communicate with other writers.

WRITING ELECTIVES

CREATIVE WRITING
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 9-12
Course: 1009.R000.X/H000.X, 1009.R000.Y/H000.Y
PEIMS: #03221200
Recommended Prerequisite: English I or instructor approval
Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional
writing, short stories, poetry, and drama. Students will discuss published and unpublished pieces of writing, develop peer and self assessments for effective writing, and set their own goals as writers.

PRACTICAL WRITING SKILLS
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 11-12 **Course:**1035.R000.X/Y
PEIMS: #03221300
Recommended Prerequisite: English II
This course emphasizes the study and application of conventions and mechanics of written English. Students will use the writing process to write for a variety of purposes and will analyze their own writing and the writing of others.

RESEARCH AND TECHNICAL WRITING
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 11-12
Course: 1008.H000.X, 1008.H000.Y
PEIMS: #03221100
Recommended Prerequisite: English II
The course focuses on basic technical writing skills (inductive and deductive reasoning, paragraph development, technical description, and selected technical reports.) Students learn documentation, creating bibliographies, and organizing information as they write a research paper.

SPEECH ELECTIVES

DEBATE I
Credit: 1 (Elective Credit)
Grade: 9-12 **Course:** 1011.R000.Y
PEIMS: #03240600
Recommended Prerequisite: NONE
Students in Debate examine the historical and contemporary role of debate in the democratic process. They apply standards to analyze and evaluate propositions and construct valid approaches to both affirmative and negative arguments. Students will use effective extemporaneous speaking skills and provide valid and constructive critiques. Students will also participate in competitions.

DEBATE II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 1021.R000.Y
PEIMS: #03240700
Recommended Prerequisite: Debate I
Students in Debate examine the historical and contemporary role of debate in the democratic process. They apply standards to analyze and evaluate propositions and construct valid approaches to both affirmative and negative arguments. Students will use effective extemporaneous speaking skills and provide valid and constructive critiques. Students will also participate in competitions.

DEBATE III
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 1031.H000.Y
PEIMS: #03240800
Recommended Prerequisite: Debate II
Students in Debate examine the historical and contemporary role of debate in the democratic process. They apply standards to analyze and evaluate propositions and construct valid approaches to both affirmative and negative arguments. Students will use effective extemporaneous speaking skills and provide valid and constructive critiques. Students will also participate in competitions.

COMMUNICATION APPLICATIONS
Credit: .5 (Elective Credit)
Grade: 9-12 **Course:**
1244.R000.X **PEIMS:**
#03241400
Recommended Prerequisite: NONE
Students will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Students are expected to make and evaluate formal and informal presentations.

ORAL INTERPRETATION I
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 1014.R000.Y
PEIMS: #03240200
Recommended Prerequisite: NONE
Students in Oral Interpretation create oral performances with self-selected pieces of literature as communication art. They select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature will be presented and evaluated. Students will also participate in competitions.

ORAL INTERPRETATION II
Credit: 1 (Elective Credit)
Grade: 10-12
Course: 1024.R000.Y
PEIMS: #03240300
Recommended Prerequisite: Oral Interpretation I
Students in Oral Interpretation create oral performances with self-selected pieces of literature as communication art. They select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature will be presented and evaluated. Students will also participate in competitions.

ORAL INTERPRETATION III
Credit: 1 (Elective Credit)
Grade: 11-12 **Course:**
1034.H000.Y **PEIMS:**
#03240400
Recommended Prerequisite: Oral Interpretation II
Students in Oral Interpretation create oral performances with self-selected pieces of literature as communication art. They select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature will be presented and evaluated. Students will also participate in competitions.

INDEPENDENT STUDY IN SPEECH (1st, 2nd, and 3rd time taken) Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 9-12
Course: 1016.H000.X/.Y (1st time taken), 1026.H000.X/.Y (2nd time taken), 1036.H000 (3rd time taken)
PEIMS: #03221800 (1st time taken), 03221810 (2nd time taken), #03221820 (3rd time taken)
Recommended Prerequisite: One year of speech or approval of the instructor.
Independent study in speech provides opportunities for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. This course may be taken up to three times for state elective credit.

PUBLIC SPEAKING I
Credit: 0.5/ 1 (Elective Credit)
Grade: 9-12
Course:
1012.R000.X/.Y
PEIMS: #03240900
Recommended Prerequisite: NONE
Students learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. They study style, organization, and delivery. Students will also participate in competitions.

PUBLIC SPEAKING II
Credit: 0.5/ 1 (Elective Credit)
Grade: 10-12
Course: 1022.R000.X/.Y
PEIMS: #03241000
Recommended Prerequisite: Public Speaking I
Students learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. They study style, organization, and delivery. Students will also participate in competitions.

PUBLIC SPEAKING III
Credit: 0.5/1 (Elective Credit)
Grade: 11-12
Course:
1032.H000.X/1032.Y
PEIMS: #03241100
Recommended Prerequisite: Public Speaking II
Students learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. They study style, organization, and delivery. Students will also participate in competitions.

JOURNALISM ELECTIVES

JOURNALISM
Credit: 0.5/1 (Elective Credit)
Grade: 9-12
Course:
1044.R000.X/.Y
PEIMS: #03230100
Recommended Prerequisite: NONE
This introductory course on the principles and practices of journalism includes fact-gathering, developing interviewing skills and writing news stories in a variety of formats and for a variety of audiences and purposes with correct use of the conventions and mechanics of written English. To produce effective communications, visual and electronic media and other technology along with published work of professional journalists will be used as tools for learning. Students will research self-selected topics and will learn about journalistic traditions and the principles of publishing.

PHOTOJOURNALISM
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 9-12
Course: 1101.R000.X/.Y
PEIMS: #03230800
Recommended Prerequisite: Prior photographic experience or consent of the instructor.
Students refine their journalistic skills by planning, preparing, and producing photographs for a journalistic publication using print, digital or online media. Students are expected to interpret and critique visual representation, including their own products. They study the laws and ethics pertaining to photography and use published photos of professional journalists along with other visual and electronic media as learning tools. This course requires considerable time outside school hours.

ADVANCED BROADCAST JOURNALISM I
Credit: 0.5/1 (Elective Credit)
Grade: 9-10
Course:
1113.H000.X/.Y
PEIMS: #03231900
Recommended Prerequisite: Journalism
Students learn to critically evaluate a variety of media and to access, analyze and produce communication in a variety of forms. They will study the laws and ethical responsibilities relating to broadcast journalism and learn its role and function in

society. Students will also critique visual representations as well as explore how broadcast productions are generated to create their own broadcast journalism product.

ADVANCED BROADCAST JOURNALISM II
Credit: 0.5/ 1 (Elective Credit)
Grade: 10-11
Course:
1123.H000.X/.Y
PEIMS: #03231901
Prerequisite: Advanced Broadcast Journalism I, Recommended: Journalism
Students learn to critically evaluate a variety of media and to access, analyze and produce communication in a variety of forms. They will study the laws and ethical responsibilities relating to broadcast journalism and learn its role and function in society. Students will also critique visual representations as well as explore how broadcast productions are generated to create their own broadcast journalism product.

ADVANCED BROADCAST JOURNALISM III
Credit: 0.5/1 (Elective Credit)
Grade: 11-12
Course:
1133.H000.X/.Y
PEIMS: #03231902
Prerequisite: Advanced Broadcast Journalism II, Recommended: Journalism
Students learn to critically evaluate a variety of media and to access, analyze and produce communication in a variety of forms. They will study the laws and ethical responsibilities relating to broadcast journalism and learn its role and function in society. Students will also critique visual representations as well as explore how broadcast productions are generated to create their own broadcast journalism product.

ADVANCED JOURNALISM: LITERARY MAGAZINE I
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 9-12
Course: 1019.R000.X/.Y
PEIMS: #03230170
Prerequisite: Advanced Broadcast Journalism II, Recommended: Journalism and interest in the literary magazine with consent of the instructor.
Students study and apply the elements and processes of journalism necessary to produce a literary magazine. This course provides students an opportunity to publish their poetry, short stories, essays, and illustrations. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: LITERARY MAGAZINE II
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 10-12
Course: 1029.H000.X/.Y
PEIMS: #03230180
Prerequisite: Advanced Journalism: Literary Magazine I, Recommended: Journalism and interest in the literary magazine with consent of the instructor.
Students study and apply the elements and processes of journalism necessary to produce a literary magazine. This course provides students an opportunity to publish their poetry, short stories, essays, and illustrations. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: LITERARY MAGAZINE III
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 10-12
Course: 1039.H000.X/.Y
PEIMS: #03230190
Prerequisite: Advanced Journalism: Literary Magazine II, Recommended: Journalism and interest in the literary magazine with consent of the instructor.
Students study and apply the elements and processes of journalism necessary to produce a literary magazine. This course provides students an opportunity to publish their poetry, short stories, essays, and illustrations. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: NEWSPAPER I
Credit: 0.5/1 (Elective Credit)
Grade: 9-12
Course:
1018.R000.X/.Y
PEIMS: #03230140
Recommended Prerequisite: Journalism or consent of instructor.
Students apply skills learned in Journalism I to newspaper production. They practice determining news coverage and editorial policy and learn how to select, crop and scale photographs. Students are also expected to plan, draft and complete written and/or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: NEWSPAPER II
Credit: 0.5/1 (Elective Credit)
Grade: 10-12
Course:
1028.H000.X/.Y
PEIMS: #03230150
Prerequisite: Advanced Journalism: Newspaper I, Recommended: Journalism or consent of instructor.
Students apply skills learned in Journalism I to newspaper production. They practice determining news coverage and editorial policy and learn how to select, crop and scale photographs. Students are also expected to plan, draft and complete written and/or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: NEWSPAPER III
Credit: 0.5/1 (Elective Credit)
Grade: 10-12
Course:
1038.H000.X/.Y
PEIMS: #03230160
Prerequisite: Advanced Journalism: Newspaper II, Recommended: Journalism or consent of instructor.
Students apply skills learned in Journalism II to newspaper production. They practice determining news coverage and editorial policy and learn how to select, crop and scale photographs. Students are also expected to plan, draft and complete written and/or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: YEARBOOK I
Credit: 0.5/1 (Elective Credit)
Grade: 9-12
Course: 1017.R000.X/.Y
PEIMS: #03230110
Recommended Prerequisite: Journalism or consent of instructor.
Students study and apply the journalistic skills and processes necessary to produce a yearbook. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, advertising, and creative writing. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: YEARBOOK II
Credit: 0.5/1 (Elective Credit)
Grade: 10-12
Course:
1027.H000.X/.Y
PEIMS: #03230120
Prerequisite: Advanced Journalism: Yearbook I, Recommended: Journalism or consent of instructor.
Students study and apply the journalistic skills and processes necessary to produce a yearbook. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, advertising, and creative writing. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

ADVANCED JOURNALISM: YEARBOOK III
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 1037.H000.Y
PEIMS: #03230130
Prerequisite: Advanced Journalism: Yearbook II, Recommended: Journalism or consent of instructor.
Students study and apply the journalistic skills and processes necessary to produce a yearbook. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, advertising, and creative writing.
This course requires considerable time outside school hours as well as leadership and teamwork abilities.

INDEPENDENT STUDY IN JOURNALISM (1st, 2nd, and 3rd time taken)
Credit: 1 (Elective Credit)
Grade: 12
Course: 1112.H000.Y (1st time taken), 1122.H000.Y (2nd time taken), 1132.H000.Y (3rd time taken)
PEIMS: #03231000 (1st time taken), #03231011 (2nd time taken), #03231022 (3rd time taken)
Recommended Prerequisite: Interest and aptitude in scholastic journalism and parental approval and/or teacher recommendation.
This course includes activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups, with the teacher serving as advisor. It emphasizes research, print or non-print production of original work or extended development of a skill or specific area of study. This course may be taken up to three times for state elective credit.

ONRAMPS RHETORIC FALL (READING, WRITING, AND RESEARCH)
Credit: 1
Course: 1003.N000 (English 3 D/C) OR 1004.N100 (English 4 D/C)
PEIMS: #03220300 OR #03220400
Prerequisite: English I and II
This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, specifically "Research and Writing," which is essential to leadership communications skills. It is followed by a spring semester topics course, "Rhetoric of American Identity," which features a series of case studies analyzing texts about American identity. Over the two courses, students will research and analyze the various positions held in any public debate and learn to advocate their own positions effectively through a process of drafts and revisions. In the fall, students will explore the ethics of argumentation and what it means to fairly represent someone with whom they disagree. By the spring, students are ready to analyze arguments presented by others, research a topic of their own, and craft sound and effective arguments. Across these two courses, students will develop their skills and knowledge to write four- to six-page essays and read non-fiction text aligned to college expectations for critical writing, reading, research, and analysis.

ONRAMPS RHETORIC SPRING (READING, WRITING, AND RESEARCH)
Credit: 1
Course: 3011.N100.Y
PEIMS: #03102500
Prerequisite: English I and II
This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, specifically "Research and Writing," which is essential to leadership communications skills. It is followed by a spring semester topics course, "Rhetoric of American Identity," which features a series of case studies analyzing texts about American identity. Over the two courses, students will research and analyze the various positions held in any public debate and learn to advocate their own positions effectively through a process of drafts and revisions. In the fall, students will explore the ethics of argumentation and what it means to fairly represent someone with whom they disagree. By the spring, students are ready to analyze arguments presented by others, research a topic of their own, and craft sound and effective arguments. Across these two courses, students will develop their skills and knowledge to write four- to six-page essays and read non-fiction text aligned to college expectations for critical writing, reading, research, and analysis.

MATH
COURSE SELECTIONS

HIGH SCHOOL: MATH RECOMMENDED COURSE SEQUENCE			
ALGEBRA I OR ALGEBRA I ADVANCED			
GEOMETRY OR GEOMETRY ADVANCED			
ALGEBRA II OR ALGEBRA II ADVANCED			
PRE-CALCULUS OR PRE-CALCULUS ADVANCED	STATISTICS		COLLEGE PREPARATORY MATHEMATICS
		STATISTICS AP	
AP CALCULUS AB OR AP CALCULUS BC OR MULTI-VARIABLE CALCULUS			

<u>Math Prerequisite Table</u> - Students must meet the prerequisite in order to enroll in a course.

ALGEBRA I/ADVANCED ALGEBRA I
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3001.R000.Y/H000.Y
PEIMS: #03100500
Prerequisite: Grade 8 Mathematics or its equivalent.
Students will build on the knowledge and skills of 6-8 mathematics which provided a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic and exponential functions and connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences and laws of exponents.
Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. ***Algebra I is a prerequisite for all other math courses.***

ALGEBRA I DUAL LANGUAGE
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3001.R0DL.Y/H0DL.Y
PEIMS: #0310500
Prerequisite: Grade 8 Mathematics or equivalent. Participation in a Dual Language Program and/or Spanish proficiency.
Students will build on the knowledge and skills of 6-8 mathematics which provided a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic and exponential functions and connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences and laws of exponents.
Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. This course is taught in Spanish and is designed for students participating in the dual language program and is taught in Spanish.

This course is not offered at every dual language campus, please check with your school's office about availability. ***Algebra I is a prerequisite for all other math courses.***

GEOMETRY/ADVANCED GEOMETRY
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3003.R000.Y/H000.Y
PEIMS: #03100700
Prerequisite: Algebra I
In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability.
* Per Texas Education Code §28.025(b-6), "[a] school district may allow a student to enroll concurrently in Algebra I and Geometry."

GEOMETRY DUAL LANGUAGE
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3003.R0DL.Y/H0DL.Y
PEIMS: #03100700
Prerequisite: Algebra I Participation in a Dual Language Program and/or Spanish proficiency.
In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.
* Per Texas Education Code §28.025(b-6), "[a] school district may allow a student to enroll concurrently in Algebra I and Geometry."

ALGEBRAIC REASONING
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3009.R000.Y
PEIMS: #03102540
Prerequisite: Algebra I
In Algebraic Reasoning, students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness. ***Students must have Algebra I course credit in order to enroll in Algebraic Reasoning.***

STATISTICS
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3008.R000.Y
PEIMS: #03102530
Prerequisite: Algebra I
In Statistics, students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students

will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. ***Students must have Algebra I course credit in order to enroll in Statistics.***

AP STATISTICS
Credit: 1 (Mathematics)
Grade: 10-12 **Course:** 3616.P000.Y **PEIMS:** #A3100200
Recommended Prerequisite: Algebra II and Geometry
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

MATH MODELING WITH APPLICATIONS
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3005.R000.Y
PEIMS: #03102400
Prerequisite: Algebra I
This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. ***Students must have Algebra I course credit in order to enroll in Math Modeling With Applications.***

ALGEBRA II/ADVANCED ALGEBRA II
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3002.R000.Y/H000.Y
PEIMS: #03100600
Prerequisite: Algebra I
Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. ***Students must have Algebra I course credit in order to enroll in Algebra II.***

ALGEBRA II DUAL LANGUAGE
Credit: 1 (Mathematics)
Grade: 9-12
Course: 3002.R0DL.Y/H0DL.Y
PEIMS: #03100600
Prerequisite: Algebra I - Participation in a Dual Language Program and/or Spanish proficiency.
Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability. ***Students must have Algebra I course credit in order to enroll in Algebra II.***

ADVANCED QUANTITATIVE REASONING (AQR)
Credit: 1 (Mathematics)
Grade: 10-12
Course: 3006.R000.Y
PEIMS: #03102510
Prerequisite: Geometry and Algebra II
In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. ***Students must have Geometry and Algebra II course credit in order to enroll in Advanced Quantitative Reasoning (AQR).***

DISCRETE MATHEMATICS FOR PROBLEM SOLVING
Credit: 0.5 (.X)/1.0 (.Y) (Mathematics)
Grade: 10-12
Course: 3007.H000.X/.Y
PEIMS: #03102520
Prerequisite: Algebra I and Algebra II
In Discrete Mathematics for Problem Solving, students are introduced to the improved efficiency of mathematical analysis and quantitative techniques over trial-and-error approaches to management problems involving organization, scheduling, project planning, strategy, and decision making. Students will learn how mathematical topics such as graph theory, planning and scheduling, group decision making, fair division, game theory, and theory of moves can be applied to management and decision making. Students will research mathematicians of the past whose work is relevant to these topics today and read articles about current mathematicians who either teach and conduct research at major universities or work in business and industry solving real-world logistical problems. Through the study of the applications of mathematics to society's problems today, students will become better prepared for and gain an appreciation for the value of a career in mathematics. ***Students must have Algebra I and Algebra II course credit in order to enroll in Discrete Mathematics for Problem Solving.***

INDEPENDENT STUDY IN MATHEMATICS (1st – 3rd time taken)
Credit: 0.5 (.X)/1.0 (.Y) (Mathematics)
Grade: 10-12
Course: 3011.R000.X/Y or H000.X/Y (1st time taken), 3021.H000.X/Y (2nd time taken), 3031.H000.Y (3rd time taken)
PEIMS: #03102500 (1st time taken), #03102501 (2nd time taken), #03102502 (3rd time taken)
Prerequisite: Algebra I, Geometry and Algebra II
In Independent Study in Mathematics, students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. The local district must approve the requirements for each course before the course begins. This course, when approved by the district, satisfies the fourth-year mathematics course requirement. ***Students must have Algebra I, Geometry and Algebra II course credit in order to enroll in Independent Study in Mathematics.***

PRECALCULUS
Credit: 1 (Mathematics)
Grade: 10-12
Course: 3004.R000.Y
PEIMS: #03101100
Prerequisite: Algebra I, Geometry, and Algebra II
Precalculus is the preparation for calculus. The course approaches topics from a functional point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and

trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. ***Students must have Algebra I, Geometry and Algebra II course credit in order to enroll in Precalculus.***

AP PRECALCULUS
Credit: 1 (Mathematics)
Grade: 10-12 **Course:** 3004.P000.Y **PEIMS:** #03101100
Recommended Prerequisite: Algebra I, Geometry, and Algebra II
Precalculus is the preparation for calculus. The course approaches topics from a functional point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

STATISTICS AND BUSINESS DECISION MAKING
Credit: 1 (Mathematics)
Grade: 11-12 **Course:** 8115.HA00.Y **PEIMS:** #13016900
Prerequisite: Algebra I and Algebra II
Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions and will determine the appropriateness of methods used to collect data to ensure conclusions are valid. ***Students must have Algebra I and Algebra II course credit in order to enroll in Statistics and Business Decision Making. Statistics and Business Decision Making is a CTE course that satisfies a high school math graduation requirement.***

ENGINEERING MATHEMATICS
Credit: 1 (Mathematics)
Grade: 11-12 **Course:** 8718.R000.Y **PEIMS:** #13036700
Prerequisite: Algebra I and Algebra II
Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming. ***Students must have Algebra 1 and Algebra II course credit in order to enroll in Engineering Mathematics. Engineering Mathematics is a CTE course that satisfies a high school math graduation requirement.***

AP CALCULUS AB
Credit: 1 (Mathematics)
Grade: 11-12 **Course:** 3614.P000.Y **PEIMS:** #A3100101
Recommended Prerequisite: Precalculus
AP Calculus AB is a course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS BC
Credit: 1 (Mathematics)
Grade: 11-12 **Course:** 3615.P000.Y **PEIMS:** #A3100102
Recommended Prerequisite: Precalculus
Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB subscore grade for students to receive 1st semester college calculus credit.

COLLEGE PREP MATH
Credit: 1 (Mathematics)
Grade: 12
Course: 9998.R000.Y
PEIMS: #CP111200
Prerequisite: Algebra I, Geometry, and a third course listed in TAC §74.12(b)(2)
College Prep Mathematics is a full year, one credit course that prepares students for success in entry-level college math courses and/or success on the Texas Success Initiative (TSI) Assessment. College Prep Mathematics is a rigorous course that will include student learning outcomes and objectives in the following areas: Elementary Algebra and Functions, Intermediate Algebra and Functions, Geometry and Measurement; and Data Analysis, Statistics, and Probability.

MULTIVARIABLE CALCULUS
Credit: 1.0 (.Y) (State Elective Credit)
Grade: 11-12
Course: 3117.H000.Y
PEIMS: #N1110018
Recommend Prerequisite: This course is designed as an additional math course for those students who have successfully completed AP Calculus BC and have an interest in continuing their mathematical studies while in high school.
Multivariable Calculus takes the concepts learned in the single variable calculus course and extends them to multiple dimensions. Topics discussed include: vector algebra; applications of the dot and cross product; equations of lines, planes, and surfaces in space; converting between rectangular, cylindrical, and spherical coordinates; continuity, differentiation, and integration of vector-valued functions; application of vector-valued functions such as curvature, arc length, speed, velocity, and acceleration; continuity, limits, and derivatives of multivariable functions, tangent planes and normal lines of surfaces; applying double and triple integrals to multivariable functions to find area, volume, surface area, mass, center of mass, and moments of inertia; vector fields; finding curl and divergence of vector fields; line integrals; conservative vector fields, conservation of energy; Green's Theorem; parametric surfaces, including normal vectors, tangent planes, and areas; orientation of a surface; Divergence Theorem; and Stokes's Theorem.

LINEAR ALGEBRA
Credit: 0.5 (State Elective Credit)
Grade: 11-12 **Course:** 3115.H000.X
PEIMS: #N1110021
Prerequisite: NONE
Students are introduced to linear algebra, a subject that has widespread applications in other areas of mathematics such as probability theory, multivariable calculus, differential equations, in the physical and social sciences, and engineering

STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS
Credit: 1 (State Elective Credit)
Grade: 9-10 **Course:** 3110.R000.Y
PEIMS: #N1110030
Prerequisite: NONE
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive

skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans (I.L.P.'s).

UT ONRAMPS MATHEMATICS COURSES

ONRAMPS COLLEGE ALGEBRA
Credit: 1
Course: 3002.N100.Y
PEIMS: #03100600
Prerequisite: Algebra I **Recommended:** Geometry
In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers.
Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling.

ONRAMPS PRECALCULUS
Credit: 1
Course: 3004.N100.Y
PEIMS: #03101100
Prerequisite: Algebra II and Geometry
In Discovery Precalculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond "drill and kill" type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers.
Each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills alongside the teacher. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high-quality curriculum designed by the faculty at the University of Texas at Austin. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning.

ONRAMPS STATISTICS
Credit: 1
Course: 3011.N100.Y
PEIMS: #03102500
Prerequisite: Algebra I **Recommended:** Algebra II
In this introductory statistics course, high school students have the opportunity to develop the quantitative reasoning skills and habits of mind necessary to use data science and mathematical thinking effectively across multiple disciplines. This course will hone relevant mathematical and critical thinking skills through scaffolded learning experiences and statistical methodologies. Students will learn the foundations of data science by engaging in hands-on analysis of real data, methods to extract key insights, and coding skills aligned to the expectations of higher education and today's workplace.
Students will experience interactive applications built into the high-quality curriculum designed by the faculty at the University of Texas at Austin (UT Austin), allowing them to discover a more intuitive understanding of concepts. Collaborative problem-solving will be used to strengthen mathematical connections while individual depth of understanding will be reflected in regular assessments. Students can earn three hours of UT Austin credit with feedback and assessment provided by UT Austin course staff.

ONRAMPS COMPUTER SCIENCE: ELEMENTS OF COMPUTER PROGRAM
Credit: 1
Course: 7010.N100.Y
PEIMS: #3580200
Prerequisite: Algebra I
In this yearlong course, students gain entry-level competence in the Python programming language and develop foundational skills with an understanding of real-world applications — including algorithms, games, visualizations and software design. Through hands-on projects, students develop skills that are in high demand in today's workforce. This course prepares students to pursue Career and Technical Education pathways, industry-based certifications or specialized college programs. No programming background is required. This Project-Based Learning course creates an environment that encourages students to dream and to do — while giving them a safe space to collaborate and approach problems creatively.
Students collaborate on high-quality curriculum designed by the University of Texas at Austin faculty and, ultimately, leave the course with a tangible product that demonstrates mastery and relevancy across many industries.

CTE COURSES (SATISFY A HIGH SCHOOL MATHEMATICS GRADUATION REQUIREMENT)

MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
Credit: 1 (Mathematics Credit)
Grade: 10-12 **Course:** 8305.R(Y) **PEIMS:** #13001000
Prerequisite: Algebra I. Recommended: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.
Mathematical Applications in Agriculture, Food, and Natural Resources is designed to allow students to apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. ***Students must have Algebra I credit in order to enroll in Mathematical Applications in Agriculture, Food, and Natural Resources. Mathematical Applications in Agriculture, Food, and Natural Resources is a CTE course that satisfies a high school math graduation requirement.***

DIGITAL ELECTRONICS
Credit: 1 (Mathematics Credit) (TEKS Based)
Grade: 10-12 **Course:** 8734.HA00.Y **PEIMS:** #13037600
Prerequisite: Algebra I and Geometry. Recommended: Introduction to Engineering Design.
EDigital Electronics is designed to be a study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology using Electronics Workbench (EWB), the industry standard. Students will test and analyze simple and complex digital circuitry. Students will design circuits, using EWB, export their designs to a printed circuit auto routing program that generates printed circuit boards and construct the design using chips and other components. ***Students must have Algebra I and Geometry credit in order to enroll in Digital Electronics. Digital Electronics is a CTE course that satisfies a high school math graduation requirement.***

FINANCIAL MATHEMATICS
Credit: 1 (Mathematics)
Grade: 10-12 **Course:** 8116.R000.Y **PEIMS:** #13018000
Prerequisite: Algebra I
Financial Mathematics is a course about personal money and management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. ***Students must have Algebra I credit in order to enroll in Financial Math. Financial Math is a CTE course that satisfies a high school math graduation requirement.***

APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS
Credit: 1 (Mathematics Credit)
Grade: 11-12 **Course:** 8001.N(X) **PEIMS:** #12701410
Recommended Prerequisite: Algebra 1 and Geometry
Applied Mathematics for Technical Professionals is designed to use problem-solving situations, hands-on activities, and technology to extend mathematical thinking and engage student reasoning. Situations relating to technical applications provide students opportunities to make connections with mathematics and the workplace. In addition, students will learn the skills necessary to communicate using mathematics.
Hands-on activities will allow students to model, explore, and develop abstract concepts applicable to technical careers. ***Applied Mathematics for Technical Professionals is a CTE course that satisfies a high school math graduation requirement.***

ACCOUNTING II
Credit: 1 (Mathematics)
Grade: 11-12 **Course:** 8124.HA(Y) **PEIMS:** #13016700
Prerequisite: Accounting I
Accounting II is designed to help students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision-making. ***Accounting II is a CTE course that satisfies a high school math graduation requirement.***

ROBOTICS II
Credit: 1 (Mathematics Credit)
Grade: 10-11 **Course:** 8725.H(Y) **PEIMS:** #13037050
Prerequisite: Robotics I
Robotics II is designed to allow students to explore artificial intelligence and programming in the robotic and automation industry. Students will develop project management skills as they work in teams to design and develop their own automated robotic systems using a variety of tools. This course satisfies a high school mathematics graduation requirement. ***Robotics II is a CTE course that satisfies a high school math graduation requirement.***

SCIENCE
COURSE SELECTIONS

HIGH SCHOOL: SCIENCE RECOMMENDED COURSE SEQUENCE			
BIOLOGY			
CHEMISTRY OR IPC			
PHYSICS			
AP BIOLOGY	AP CHEMISTRY	AP PHYSICS	AP ENVIRONMENTAL SCIENCE

BIOLOGY/ADVANCED BIOLOGY
Credit: 1 (Science)
Grade: 9-11
Course: 3010.R000.Y/H000.Y
PEIMS: #03010200
Prerequisite: NONE
Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

BIOLOGY DUAL LANGUAGE
Credit: 1 (Science)
Grade: 9-11
Course: 3010.R0DL.Y/H0DL.Y
PEIMS: #03010200
Prerequisite: Participation in a Dual Language Program and/or Spanish proficiency.
Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

AP BIOLOGY
Credit: 1 (Science)
Grade: 11-12 **Course:** 3610.P000.Y **PEIMS:** #A3010200
Recommended Prerequisite: Biology, Chemistry
AP Biology is the equivalent to a two-semester college introductory biology course. The course covers the diversity and unity of life, cellular process, genetics and information transfer, and biological systems interactions. Focuses on advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting concepts within the course and across other science disciplines.

CHEMISTRY/ADVANCED CHEMISTRY
Credit: 1 (Science)
Grade: 10-12
Course: 3020.R000.Y/H000.Y
PEIMS: #03040000
Prerequisite: One unit of high school science and Algebra I. Recommended: Completion of or concurrent enrollment in a second year of mathematics.
In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

CHEMISTRY DUAL LANGUAGE
Credit: 1 (Science)
Grade: 10-12
Course: 3020.R0DL.Y
PEIMS: #03040000
Prerequisite: One unit of high school science and Algebra I. Recommended: Completion of or concurrent enrollment in a second credit of mathematics. Participation in a Dual Language Program and/or Spanish proficiency.
In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.
The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

AP CHEMISTRY
Credit: 1 (Science)
Grade: 11-12
Course: 3620.P000.Y
PEIMS: #A3040000
Recommended Prerequisite: Chemistry, Algebra I and Algebra II
AP Chemistry is the equivalent to a general chemistry college course. The course covers the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. Focuses on advanced inquiry and reasoning skills, including mental models of the particulate nature of matter, mathematical and logical routines, and establishing lines of evidence to develop and refine testable explanations and predictions of natural phenomena.

PHYSICS/ADVANCED PHYSICS
Credit: 1 (Science)
Grade: 9-12
Course: 3030.R000.Y/H000.Y
PEIMS: #03050000
Recommended Prerequisite or corequisite: Algebra I or concurrent enrollment in Algebra I.
In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental

design, implementation, and interpretation.
The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

AP PHYSICS I: ALGEBRA-BASED
Credit: 1 (Science)
Grade: 11-12
Course: 3633.P000.Y
PEIMS: #A3050003
Recommended Prerequisite: Algebra I, Geometry Recommended corequisite: Algebra II or an equivalent course
AP Physics I: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

AP PHYSICS II: ALGEBRA-BASED
Credit: 1 (Science)
Grade: 11-12
Course: 3634.P000.Y
PEIMS: #A3050004
Recommended Prerequisite: AP Physics I or comparable physics introductory course, Recommended corequisite: precalculus or an equivalent course.
AP Physics II: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

AP PHYSICS C: ELECTRICITY AND MAGNETISM
Credit: 1 (Science)
Grade: 11-12 **Course:** 3631.P000.Y **PEIMS:** #A3050005
Recommended Prerequisite: Students should have taken a calculus-based Newtonian physics course, such as AP Physics C: Mechanics or its equivalent. Students should also have taken or be concurrently taking calculus.
The Physics C: Electricity and Magnetism course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.
Introductory differential and integral calculus is used throughout the course.

AP PHYSICS C: MECHANICS
Credit: 1 (Science)
Grade: 11-12
Course: 3632.P000.Y
PEIMS: #A3050006
Recommended Prerequisite: Students should have taken or be concurrently taking calculus.
The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.
Introductory differential and integral calculus is used throughout the course.

ADVANCED ANIMAL SCIENCE
Credit: 1 (Science)
Grade: 11-12
Course: 8306.HA00.Y
PEIMS: #13000700
Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry; Algebra I and Geometry; and either Small Animal Management, Equine Science or Livestock Production.
Recommended Prerequisite: Veterinary Medical Applications.
Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Texas law requires at least 40 percent lab and field investigations. ***Advanced Animal Science is a CTE course that satisfies a high school science graduation requirement.***

BIOTECHNOLOGY I
Credit: 1 (Science)
Grade: 11-12 **Course:** 8713.H000.Y **PEIMS:** #13036400
Prerequisite: Biology
Recommended Prerequisite: Principles of Biosciences and Chemistry
In Biotechnology I, students will apply science knowledge and skills to the fields of biotechnology such as agriculture, medical, and forensics. Students will use sophisticated laboratory equipment and practice quality-control techniques. Students will conduct investigations in the laboratory and in the field using scientific methods. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Texas law requires at least 40 percent lab and field investigations. ***Biotechnology I is a CTE course that satisfies a high school science graduation requirement.***

ADVANCED PLANT AND SOIL SCIENCE
Credit: 1 (Science)
Grade: 11-12
Course: 8342.HA00.Y
PEIMS: #13002100
Prerequisite: Biology, Integrated Physics and Chemistry orChemistry Algebra I, Geometry, an either Horticultural Science, Greenhouse Operation and Production, or Floral Design, Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources
Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Texas law requires at least 40 percent lab and field investigations. ***Advanced Plant and Soil Science is a CTE course that satisfies a high school science graduation requirement.***

ANATOMY AND PHYSIOLOGY
Credit: 1 (Science)
Grade: 10-12
Course: HA00.Y
PEIMS: #13020600
Prerequisite: Biology, chemistry, Integrated Physics and Chemistry (IPC) or Physics
Recommended Prerequisite: One course from Health Science Career Cluster.
In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for

maintaining homeostasis. Texas law requires at least 40 percent lab and field investigations. ***Anatomy and Physiology is a CTE course that satisfies a high school science graduation requirement.***

AQUATIC SCIENCE
Credit: 1 (Science)
Grade: 10-12
Course: 3013.R000.Y/H000.Y
PEIMS: #03030000
Prerequisite: Biology
Recommended Prerequisite: Integrated Physics and Chemistry (IPC), Chemistry or concurrent enrollment in either course.
In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including natural and human impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science acquire knowledge about how the properties of water and fluid dynamics affect aquatic ecosystems and acquire knowledge about a variety of aquatic systems. Students who successfully complete Aquatic Science conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.
The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

ASTRONOMY
Credit: 1 (Science)
Grade: 11-12
Course: 3014.R000.Y/H000.Y
PEIMS: #03060100
Prerequisite: Algebra I and Integrated Physics and Chemistry or Chemistry.
In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

EARTH SYSTEMS SCIENCE
Credit: 1 (Science)
Grade: 11-12
Course: 3019.R000.Y/H000.Y
PEIMS: #03060200
Prerequisite: Algebra I and two credits of high school science
The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.
The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

ENGINEERING DESIGN AND PROBLEM SOLVING
Credit: 1 (Science)
Grade: 11-12
Course: 8732.HA00.Y
PEIMS: #13037300
Prerequisite:, Algebra I, Geometry, and at least one credit in a Level 2 or higher course in the Engineering career cluster
Recommended Prerequisite: Engineering Science, chemistry, or physics
The Engineering Design and Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.Texas law requires at least 40 percent lab and field investigations. ***Engineering Design and Problem-Solving is a CTE course that satisfies a high school science graduation requirement.***

ENGINEERING SCIENCE
Credit: 1 (Science)
Grade: 10-12 **Course:** 8733.HA00.Y
PEIMS: #13037500
Prerequisite: Algebra I, Biology, One credit in a course from the Engineering career cluster;
Recommended Prerequisite: Geometry, Chemistry, Integrated Physics and Chemistry (IPC), Physics
Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.Students must meet the 40% laboratory and fieldwork requirement. ***Engineering Science is a CTE course that satisfies a high school science graduation requirement.***

ENVIRONMENTAL SYSTEMS
Credit: 1 (Science)
Grade: 10-12
Course: 3012.R000.Y/H000.Y
PEIMS: #03020000
Prerequisite: One unit of High School Biology
Recommended Prerequisite: Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course.
In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment.
The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

ENVIRONMENTAL SYSTEMS DUAL LANGUAGE
Credit: 1 (Science)
Grade: 10-12
Course: 3012.R0DL.Y/H0DL.Y
PEIMS: #03020000
Prerequisite: One unit of High School Biology
Recommended Prerequisite: Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course. Participation in a Dual Language Program and/or Spanish proficiency.
In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

AP ENVIRONMENTAL SCIENCE
Credit: 1 (Science)
Grade: 11-12 **Course:** 3100.P000.Y **PEIMS:** #A3020000
Recommended Prerequisite: Algebra I, two years of high school laboratory science including one year of life science and one year of physical science.
AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies to better understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

FORENSIC SCIENCE
Credit: 1 (Science)
Grade: 11-12
Course: 8833.HA00.Y
PEIMS: #13029500
Prerequisite: Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics
Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. Texas law requires at least 40 percent lab and field investigations. ***Forensic Science is a CTE course that satisfies a high school science graduation requirement.***

INTEGRATED PHYSICS AND CHEMISTRY
Credit: 1 (Science)
Grade: 9-10
Course: 3016.R000.Y/H.000.Y
PEIMS: #03060201
Prerequisite: NONE
In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. The student, for at least 40% of

instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to explain phenomena or design solutions using appropriate tools and models.

MEDICAL MICROBIOLOGY
Credit: 1 (Science)
Grade: 10-12
Course: 8218.HA00.Y
PEIMS: #13020700
Prerequisite: Biology and Chemistry; at least one credit in a course from the Health Science career cluster
The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires at least 40 percent lab and field investigations. ***Medical Microbiology is a CTE course that satisfies a high school science graduation requirement.***

PATHOPHYSIOLOGY
Credit: 1 (Science)
Grade: 11-12 **Course:** 8219.H000.Y
PEIMS: #13020800
Prerequisite: Biology and Chemistry, and at least one credit in a Level 2 or higher course from the Health Science Career Cluster
Recommended Prerequisite: Anatomy and Physiology
Pathophysiology is designed for students to conduct laboratory and field investigations using the scientific process. Students will be able to make informed decisions using their critical thinking skills and problem-solving techniques. The students will study disease processes and their effects on the human body with a focus on prevention and treatment Texas law requires at least 40 percent lab and field investigations. ***Pathophysiology is a CTE course that satisfies a high school science graduation requirement.***

SCIENTIFIC RESEARCH AND DESIGN I
Credit: 1 (Science)
Grade: 11-12
Course: 8761.HA00.Y
PEIMS: #13037200
Prerequisite: Biology, Chemistry, and one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or PhysicsScientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. ***Scientific Research and Design I is a CTE course that satisfies a high school science graduation requirement.***

SCIENTIFIC RESEARCH AND DESIGN II
Credit: 1 (Science)
Grade: 11-12
Course: 8762.HA00.Y
PEIMS: #13037210
Prerequisite: Biology, Chemistry, and one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or Physics Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill,

high-wage jobs and/or continue their education. ***Scientific Research and Design II is a CTE course that satisfies a high School science graduation requirement.***

SCIENTIFIC RESEARCH AND DESIGN III
Credit: 1 (Science)
Grade: 11-12
Course: 8763.HA00.Y
PEIMS: #13037220
Prerequisite: Biology, Chemistry, and one credit of the following: Physics for Engineering, chemistry, Integrated Physics and Chemistry (IPC), or Physics
Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. ***Scientific Research and Design III is a CTE course that satisfies a high school science graduation requirement.***

UT ONRAMPS SCIENCE COURSES

ONRAMPS BIOLOGY 1 & LAB
Credit: 1
Course: 8761.N110.Y
PEIMS: 13037200
Prerequisite: TEKS-based High School Biology and Chemistry
Molecular and cellular biology is the focus of this introductory biology course. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells.
At its core, this course is focused on teaching students how to think like scientists. How do scientists think? They acquire knowledge through discovery—both within and outside a laboratory environment. They communicate their conclusions to others and use critical feedback to improve their scientific thinking. With practice and continued application, scientists strengthen their skills in scientific thinking and grow their craft.
Students will learn how to apply critical thinking and quantitative skills to real-world scenarios. They will develop their scientific thinking skills through Peer Instruction, laboratory activities, and active learning in an inclusive classroom environment. Additionally, students will be guided in the development and integration of verbal, written, and graphical communication skills.

ONRAMPS CHEMISTRY I & LAB
Credit: 1
Course: 8763.N100.Y
PEIMS: #13037220
Prerequisite: Algebra I
The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students will think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials.
Introduction to Chemical Practices I—the course's lab component—provides an introduction to the techniques of modern experimental chemistry and is designed to instill basic laboratory and analytical skills.

ONRAMPS GEOSCIENCE
Credit: 1
Course: 3015.N100.Y
PEIMS: #3060200
Prerequisite: Biology or IPC,
Recommended Prerequisite: Chemistry or concurrent enrollment
Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. Geoscience is the study of the Earth. In this course, students will study the Earth as an integrated science, applying the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require geologic thinking skills to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to current scientific problems.
Students will experience a curriculum designed by the faculty at the University of Texas at Austin (UT Austin). Students can earn three hours of UT Austin credit with feedback and assessment provided by UT Austin course staff.

ONRAMPS PHYSICS I & LAB: MECHANICS, HEAT, AND SOUND
Credit: 1
Course: 8763.N110.Y
PEIMS: #13037220
Prerequisite: Algebra I and Geometry or Algebra II
Recommended Prerequisite: concurrent enrollment in Precalculus
Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. Taken together, the topics reinforce the general idea that the behavior of many systems in the world can be described precisely with simple mathematics.
This is an algebra-based (non-calculus) course in mechanics that fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. This course lays the conceptual groundwork for STEM majors. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin (UT Austin). Students can earn up to four hours of UT Austin credit, with feedback and assessment provided by UT Austin course staff.
General Physics Laboratory I—the course's lab component—engages students in both guided and open inquiry investigations of physical principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills.

ONRAMPS QUANTUM TECHNOLOGIES
Credit: 1
Course: 8762.N100.Y
PEIMS: #13037210
Prerequisite: Algebra I and Geometry
Recommended Prerequisite: Algebra II or Precalculus
Introduction to Quantum Technologies offers an introduction to the modern science and technological applications of quantum physics. Students will develop a deep understanding of the seemingly bizarre quantum world and how its "weirdness" may be harnessed to solve real-world problems. Students taking this course will acquire unique technical skills in physics, programming, cybersecurity, and mathematics; as well as valuable soft skills in critical thinking, problem solving, and communication through class activities and group projects.This course lays the conceptual groundwork and builds scientific literacy for future courses in physics, mathematics, and computer science. Students will experience high-quality curriculum designed by the faculty at the University of Texas at Austin (UT Austin) and can earn up to three hours of college credit, with feedback and assessment provided by UT Austin course staff.

SOCIAL STUDIES
COURSE SELECTIONS

HIGH SCHOOL: SOCIAL STUDIES RECOMMENDED COURSE SEQUENCE	
*WORLD GEOGRAPHY *AP HUMAN GEOGRAPHY	ETHNIC STUDIES, OR PERSONAL FINANCIAL LITERACY
* WORLD HISTORY	ETHNIC STUDIES, OR PSYCHOLOGY, OR SOCIOLOGY, OR PERSONAL FINANCIAL LITERACY, OR AFRICAN AMERICAN STUDIES, OR LATIN AMERICAN STUDIES, OR AP HUMAN GEOGRAPHY
* U.S. HISTORY	WORLD HISTORY AP, OR AP HUMAN GEOGRAPHY, OR ETHNIC STUDIES, OR PSYCHOLOGY, OR AP PSYCHOLOGY, OR SOCIOLOGY, OR PERSONAL FINANCIAL LITERACY
* ECONOMICS * U.S. GOVERNMENT * ECONOMICS AND PERSONAL FINANCIAL LITERACY	MICROECONOMICS AP, OR MACROECONOMICS AP, OR ETHNIC STUDIES, OR PSYCHOLOGY, OR AP PSYCHOLOGY, OR SOCIOLOGY, OR U.S. GOVERNMENT AP, OR PERSONAL FINANCIAL LITERACY, OR AFRICAN AMERICAN STUDIES, OR LATIN AMERICAN STUDIES, OR AP HUMAN GEOGRAPHY
* REQUIRED COURSES	

WORLD GEOGRAPHY STUDIES/ADVANCED WORLD GEOGRAPHY STUDIES
Credit: 1 (Social Studies)
Grade: 9-12
Course: 4000.R000.Y/H000.Y
PEIMS: #03320100
Prerequisite: NONE
World Geography Studies includes physical, political, cultural and historical perspectives of the world, examining the physical and human aspects of our world, people and their cultures. Students will gather and analyze information that will help them understand our complex world.

WORLD GEOGRAPHY STUDIES DUAL LANGUAGE
Credit: 1 (Social Studies)
Grade: 9-12
Course: 4000.R0DL.Y/4000.H0DL.Y
PEIMS: #03320100
Prerequisite: NONE
World Geography Studies includes physical, political, cultural and historical perspectives of the world, examining the physical and human aspects of our world, people and their cultures. Students will gather and analyze information that will help them understand our complex world. This course is designed for students participating in the Dual Language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

WORLD HISTORY STUDIES
Credit: 1 (Social Studies)
Grade: 9-12
Course: 4003.R000.Y
PEIMS: #03340400
Prerequisite: NONE
World History is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in

world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

WORLD HISTORY STUDIES DUAL LANGUAGE
Credit: 1 (Social Studies)
Grade: 9-12
Course: 4003.R0DL.Y/4003.H0DL.Y
PEIMS: #03340400
Prerequisite: NONE
World History is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. This course is designed for students participating in the Dual Language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

AP WORLD HISTORY
Credit: 1 (Social Studies)
Grade: 10-11
Course: 4603.P000.Y
PEIMS: #A3370100
Recommended Prerequisite: World Geography Advanced/AP Human Geography
AP World History is a college-level survey of world history from early times to the present. The course emphasizes intellectual-cultural, political/diplomatic, and social-economic history. The content is presented in depth and at an accelerated rate. It includes the methods of historical analysis, college-level reading, document analysis, and interdisciplinary research and writing projects.

UNITED STATES HISTORY SINCE 1877
Credit: 1 (Social Studies)
Grade: 11
Course: 4002.R000.Y
PEIMS: #03340100
Recommended Prerequisite: World Geography and/or World History
U.S. History traces the emergence and growth of the United States following Reconstruction to the present. Crises, wars, victories, defeats, and peace are studied, using the examples of the World Wars, Korea, Cuba, Vietnam and the Persian Gulf to understand how people and
events of history have shaped the present and will continue to affect the future. Domestic issues are also emphasized.

UNITED STATES HISTORY SINCE 1877 DUAL LANGUAGE
Credit: 1 (Social Studies)
Grade: 11
Course: 4002.R0DL.Y
PEIMS: #03340100
Recommended Prerequisite: World Geography DL and/or World History DL
U.S. History traces the emergence and growth of the United States following Reconstruction to the present. Crises, wars, victories, defeats, and peace are studied, using the examples of the World Wars, Korea, Cuba, Vietnam and the Persian Gulf to understand how people and
events of history have shaped the present and will continue to affect the future. Domestic issues are also emphasized. This course is designed for students participating in the Dual Language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

AP UNITED STATES HISTORY
Credit: 1 (Social Studies)
Grade: 11
Course: 4602.P000.Y
PEIMS: #A3340100
Recommended Prerequisite: AP World History
AP U.S. History is a college-level survey of U.S. history from exploration to the present. The course content is presented in depth and at an accelerated pace. It includes a study of the methods of historical analysis, college-level readings, document analysis, and interdisciplinary research and writing projects.

UNITED STATES GOVERNMENT
Credit: 0.5 (Social Studies)
Grade: 9-12
Course: 4001.R000.X
PEIMS: #03330100
Recommended Prerequisite: United States History Studies
The goal of the Government course is for the students to understand world issues, to identify the rights and obligations of citizens and to become active participants in the democratic process.

AP U.S. GOVERNMENT AND POLITICS
Credit: 0.5 (Social Studies)
Grade: 12
Course: 4601.P000.X
PEIMS: #A3330100
Recommended Prerequisite: AP United States History
AP Government is a college-level introduction to American government. The course content is presented in depth and at an accelerated pace. Students use the tools and methods of political science to analyze issues in U.S. politics. They read college-level texts, analyze documents, and conduct formal research and writing projects.

ECONOMICS/FREE ENTERPRISE
Credit: 0.5 (Economics/Free Enterprise Credit)
Grade: 12
Course: 4013.R000.X
PEIMS: #03310300
Recommended Prerequisite: United States History Studies
Economics and the Free Enterprise System focuses on the impact of economics on the lives of people. Economics emphasizes on the basic principles of production, consumption and distribution of goods and services in the United States and a comparison with those of other countries. ***Note this course is for students who entered 9th grade prior to SY 2026-2027.***

ECONOMICS AND PERSONAL FINANCIAL LITERACY
Credit: 0.5 (Economics/Free Enterprise Credit) (Student MAY NOT be awarded credit for both this course and the PERSONAL FINANCIAL LITERACY elective)
Grade: 12
Course: 4009.R000.X
PEIMS: #03380083
Prerequisite: United States History Studies
This course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur in their lifetime. In addition, students are introduced to economic and personal financial planning terms and concepts. **Note: This course is for students who entered 9th grade prior to SY 2026-2027.**

SOCIAL STUDIES ELECTIVES

PERSONAL FINANCIAL LITERACY
Credit: 0.5 (Elective Credit)
Grade: 10-12 **Course:** 4008.R000.X **PEIMS:** #03380082
Prerequisite: NONE
Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training.
Note: This course is for students who entered 9th grade prior to SY 2026-2027.

SOCIOLOGY
Credit: 0.5 (Elective Credit)
Grade: 10-12 **Course:** 4005.R000.X **PEIMS:** #03370100
Prerequisite: NONE
Sociology students study social organizations, institutions, and patterns of social relationships in different cultures. They also analyze the social interactions of individuals and groups. Sociology students learn a systematic method for studying cultures, social institutions, social relationships, and the process of socialization. They also study a variety of social issues such as crime, racial discrimination, gender equity, urbanization, family structure, and other similar topics.

PSYCHOLOGY
Credit: 0.5 (Elective Credit)
Grade: 10-12 **Course:** 4004.R000.X **PEIMS:** #03350100
Prerequisite: NONE
Students explore major psychological theories. They learn about human behavior and development, perception and learning, memory and thought, motivation and emotion; personality theories; psychological disorders; and other related topics. Students also practice the skills of observation and analysis used in modern social sciences.

SOCIAL STUDIES ADVANCED STUDIES (1ST AND 2ND TIME TAKEN)
Credit: 0.5 (.X)/1.0 (.Y) (Elective Credit)
Grade: 11-12
Course: 4010.H000.X/Y (1st time taken), 4020.H000.X/Y (2nd time taken) **PEIMS:** #03380001 (1st time taken), #03380021 (2nd time taken) **Prerequisite:** NONE
This course is designed for individual students or small groups of students who wish to participate in an independent research project. Critical thinking, research, presentation, and problem-solving skills are emphasized. Students may take this course with different content for a maximum of two credits. Note that these Service IDs will be used for Ethnic Studies courses district-wide.

SOCIAL STUDIES Advanced STUDIES: ETHNIC STUDIES
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 4010.H100.Y (Part 1), 4020.H100.Y (Part 2)
PEIMS: #03380001 (Part 1), #03380002 (Part 2)
Prerequisite: NONE
The Ethnic Studies course aims to teach students to explore and use identity and history through the lenses of race, ethnicity, nationality, class, gender, sexual orientation, indigeneity, and culture. Seeing themselves and their communities in historical context, students gain a deeper appreciation of the contributions and complex experiences of diverse groups. Students study the local, state, and national history from pre-colonization to the present with a critical focus on the movements and changes promoting equity and justice. This course emphasizes research skills, creativity, connectedness, collaboration, critical thinking and empathy to promote college and career readiness. Students will gain a thoughtful and critical perspective through this course, becoming powerful advocates for change. Students will study the social construction of race and examine how it is an organizing principle in society. This is the same service ID as Advanced Studies.

AFRICAN AMERICAN STUDIES
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 4014.R000.Y/.H000.Y
PEIMS: #03380085
Prerequisite: NONE
African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understandings of students interested in learning about history, citizenship, culture, economics, science, technology, geography and the political realities of African Americans.

AP AFRICAN AMERICAN STUDIES
Credit: 1 (Elective Credit)
Grade: 10-12 **Course:** 4619.P000.Y **PEIMS:** #03380001
Prerequisite: NONE
AP African American Studies is an interdisciplinary course that examines the diversity of the African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foreground a study of the diversity of Black communities in the United States within the broader context of African and the African diaspora.

MEXICAN AMERICAN STUDIES
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 4043.R00T.Y
PEIMS: #03380084
Prerequisite: NONE
In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

AP COMPARATIVE GOVERNMENT AND POLITICS
Credit: 0.5 (Elective Credit)
Grade: 12
Course: 4616.P000.X
PEIMS: #A3330200
Recommended Prerequisite: AP United States History
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP EUROPEAN HISTORY
Credit: 1 (Elective Credit)
Grade: 11-12 **Course:** 4617.P000.Y **PEIMS:** #A3340200
Recommended Prerequisite: World Geography Advanced and AP World History Studies
AP European History is a college-level survey of European history since 1450. The course emphasizes intellectual-cultural, political-diplomatic, and social-economic history. The content is presented in depth and at an accelerated pace. It includes the methods of historical analysis, college-level readings, document analysis, and interdisciplinary research and writing projects.

AP MICROECONOMICS
Credit: 0.5 (Economics/Free Enterprise Credit)
Grade: 12
Course: 4614.P000.X
PEIMS: #A3310100
Recommended Prerequisite: AP United States History
AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP MACROECONOMICS
Credit: 0.5 (Economics/Free Enterprise Credit)
Grade: 12
Course: 4615.P000.X
PEIMS: #A3310200
Recommended Prerequisite: AP United States History
AP Microeconomics is an introductory college-level course that focuses on economic concepts, principles, and models that serve as a foundation for studying macroeconomics. These include economic phenomena such as how employment and inflation are measured, how changes in aggregate spending and production, economic fluctuations, and policy actions affect national income, unemployment, and inflation. Students will also examine the financial sector and explain how monetary policy is implemented and transmitted through the banking system.
Content will include exploring the effects of fiscal and monetary policy actions, economic growth, open economy, and global financial markets.

SPECIAL TOPICS IN SOCIAL STUDIES (1st -4th time taken)
Credit: 0.5 (Elective Credit)
Grade: 9-12
Course: 4011.R000.X/H000.X (1st time taken), 4021.R000.X/H000.X (2nd time taken), 4031.H000.X (3rd time taken), 4041.H000.X (4th time taken)
PEIMS: #03380002 (1st time taken), #03380022 (2nd time taken), #03380032 (3rd time taken), #03380042 (4th time taken)
Prerequisite: NONE
In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. Students may take this course with different content for a maximum of two credits. Examples of Special Topics courses include:

- Constitutional Law: Students study landmark Supreme Court decisions and explore issues of liberty, equality, order, property rights, due process of law that have shaped our nation's history and institutions. Students read extensively and complete a formal research project using primary and secondary sources.
- Contemporary Issues: Students study issues that have affected the United States since World War II, such as the Cold War, nuclear proliferation, the Civil Rights movement, and the Vietnam conflict. They also study issues in the daily news and develop and present a formal research project.
- World Belief Systems: Students systematically study and compare the world's great religions and philosophies. Students consider animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and other systems of thought and belief in depth from different perspectives, and in their cultural and historical contexts. Students read extensively and conduct formal research.

SOCIAL STUDIES RESEARCH METHODS (1st -4th time taken)
Credit: 0.5 (Elective Credit)
Grade: 11-12
Course: 4012.R000.X/H000.X (1st time taken), 4022.H000.X (2nd time taken), 4032.H000.X (3rd time taken), 4042.H000.X (4th

time taken)
PEIMS: #03380003 (1st time taken), #03380023 (2nd time taken), #03380033 (3rd time taken), #03380043 (4th time taken)
Prerequisite: Grade 11 classification
Students use the quantitative and qualitative methods of inquiry employed by social scientists to study selected problems. Typical problems include voter participation, qualities of leaders, the impact of pollution on a community, literacy, dropout rates, smoking among teenagers, etc. Critical thinking, research, presentation, and problem-solving skills are emphasized. Students may take this course with different content for a maximum of two credits.

AP HUMAN GEOGRAPHY
Credit: 1 (Social Studies)
Grade: 9-12
Course: 4600.P000.Y
PEIMS: #A3360100
Prerequisite: NONE
This is a college-level course introducing students to the systematic study of processes and patterns that have shaped human understanding, use, and alteration of the earth's surface. Students employ landscape analysis and spatial concepts to analyze social organization and its environmental consequences. Students also learn about the tools and methods geographers use in their science and practice. When completed for one credit, this course may be used as a substitute for World Geography Studies.

AP PSYCHOLOGY
Credit: 0.5 (Elective Credit)
Grade: 11-12
Course: 4604.P000.X
PEIMS: #A3350100
Prerequisite: NONE
AP Psychology is a college-level introduction to the concepts and methods of psychology. The course content is presented in depth and at an accelerated pace. Students learn the principal theories of psychology and study factors that affect human behavior and development, perception and learning, memory and thought, motivation/emotion/personality disorders, and related topics. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

UT ONRAMPS SOCIAL STUDIES COURSES

ONRAMPS U.S HISTORY FALL (THE UNITED STATES, 1492-1865)
Credit: 0.5
Course: 4011.N100.X
PEIMS: #03380022
Prerequisite: High School English I and High School English II (or concurrent enrollment)
In these two sequential courses, students explore the scope and depth of the American experience. Students engage with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical narratives, and conduct archival research. Each unit consists of primary and secondary sources that challenge students to uncover the complexities within historical study.
History 315K surveys America from the colonial beginnings through the Civil War, and History 315L explores the post-Civil War era through the end of the 20th century.

ONRAMPS U.S HISTORY SPRING (SINCE 1865)
Credit: 0.5
Course: 4002.N100.X
PEIMS: #03340100
Prerequisite: High School English I and High School English II (or concurrent enrollment)
In these two sequential courses, students explore the scope and depth of the American experience. Students engage with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical

narratives, and conduct archival research. Each unit consists of primary and secondary sources that challenge students to uncover the complexities within historical study.
History 315K surveys America from the colonial beginnings through the Civil War, and History 315L explores the post-Civil War era through the end of the 20th century.

ONRAMPS ECONOMICS

Credit: 0.5

Course: 4013.N100.X

PEIMS: #03310300

Prerequisite: Recommended or Concurrent Enrollment: Algebra II

Economics introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics.

Students will engage in flipped learning to drive understanding of their own mastery. In addition, they will collaborate with peers in class discussions and problem-solving exercises to apply and extend their knowledge of economics concepts. By the end of the course, students will possess a deeper comprehension of a highly complex and evolving world tied to entrepreneurship, business, and daily life.

WORLD LANGUAGES (LOTE)
COURSE SELECTIONS

ADVANCED SPANISH LANGUAGE PATHWAY FOR FORMER DUAL LANGUAGE STUDENTS AT NON-DUAL LANGUAGE CAMPUSES

MIDDLE SCHOOL	HIGH SCHOOL	ECHS DUAL LANGUAGE STUDENT
6TH: SSS 3A 2635.HJ0A0.Y 7TH: SSS 3B 2635.HJ0B0.Y 8TH: SPN AP LANGUAGE AND CULTURE 2545.PJ000.Y OR SPANISH 4	**Spanish Course** 9th - 12th One per year • SPN AP Language & Cultu re 2545.P000.Y • SPN 5 2055.H000. Y • Cine Las Americas 2215.H000.Y • Latin American Studies 2115.H000.Y • Spanish AP Lit. & Culture 2655.P000.Y • SPN 6 2065.H000.Y • SPN 7 2075.H000.Y • Advanced Language for CareerApplications (non DL curriculum)	Student may begin in the same Spanish level as their cohort. AP scores from MS/HS should be submitted to registrar for ACC credit.
For Emergent Bilingual Students, see English Language Development course sequence recommendations		
Multilingual Instructional Framework: Content based language instruction		

<table>
<tr><th colspan="4">HIGH SCHOOL DUAL LANGUAGE PATHWAY</th></tr>
<tr><td colspan="2">Traditional Path
Student participated in elementary and/or middle school Dual Language</td><td colspan="2">Begins DL program later
Student must be Spanish proficient</td></tr>
<tr><td>Spanish Course
9th - 11th: Choose one per year
Latin American Studies 2115.H0DLY
Cine Las Americas 2215.H0DLY
Adv. SPN 5 2055.H0DLY
SPN AP Lit. & Culture ** 2655.P0DLY
12th: ALCA 2117.H0DLY
For ECHS students, please submit AP SPN IV Language & Culture scores to ACC
**Recommended for 11th or 12th</td><td>DL Core Course
Science, Social Studies or Math taught in Spanish. Minimum of one course per year.</td><td>Spanish Course
9th: SPN Lang & Culture AP 2545.H0DLY or Spanish for Spanish Speakers 3 2635.H0DLY
10th - 11th: Choose one per year
Latin American Studies 2115.H0DLY
Cine Las Americas 2215.H0DLY
SPN 5 2055.H0DLY
SPN AP Lit. & Culture ** 2655.P0DLY
12th: Advanced Language & Career Applications 2117.H0DLY
* Prerequisite: SPN Lang & Culture AP
**Recommended for 11th or 12th</td><td>DL Core Course
Science, Social Studies or Math taught in Spanish. Minimum of one course per year.</td></tr>
<tr><td>World Language & Bilingual Certified Teacher</td><td>Content & Bilingual Certified Teacher</td><td>World Language & Bilingual Certified Teacher</td><td>Content & Bilingual Certified Teacher</td></tr>
<tr><td colspan="4">For Emergent Bilingual Students, see English Language Development course sequence recommendations</td></tr>
<tr><td colspan="4">Multilingual Instructional Framework: Content based language instruction</td></tr>
</table>

WORLD LANGUAGES PATHWAYS
ASIAN LANGUAGES

Japanese	Mandarin (Chinese)		Korean	Vietnamese
Japanese 1 2010.R000.Y	Chinese 1 2017.R000.Y		Korean 1 2915.R000.Y	Vietnamese 1a 2111.R000.Y
Japanese 2 2020.R000.Y	Chinese 2 2027.R000.Y		Korean 2 2125.R000.Y	Vietnamese 1b 2121.R000.Y
Japanese 3 2030.H000.Y	Chinese 3 2037.H000.Y		Korean 3 2135.H000.Y	Vietnamese 2 2121.R000.Y
Japanese 4 2040.H000.Y	Chinese 4 2057.H000.Y	Chinese AP Language & Culture 2667.P000.Y		Option to choose another World Languages pathway at HS
Japanese AP Language & Culture 2640.P000.Y				
Japanese 5 2050.H000.Y	Chinese 5 2067.H000.Y			
World Languages Certified Teacher				

World Languages courses may vary on campuses depending on availability. Refer to Course Catalog for additional course sequence options, course descriptions and endorsement requirements. Dual credit courses may be substituted for requirements in appropriate areas; check with your counselor on available options.

WORLD LANGUAGES PATHWAYS
LATIN AND ROMANCE LANGUAGES

French		Latin		Spanish	
French 1 2012.R000.Y		Latin 1 2014.R000.Y		Spanish 1 2015.R000.Y	
French 2 2022.R000.Y		Latin 2 2024.R000.Y		Spanish 2 2025.R000.Y	
French 3 2032.H000.Y		Latin 3 2034.H000.Y		Spanish 3 2035.H000.Y	Spanish for Spanish Speakers 3 2635.H000.Y
French 4 2042.H000.Y	French AP Language & Culture 2642.P000.Y	Latin 4 2044.H000.Y	Latin AP Language & Culture 2644.P000.Y	Spanish 4 2045.H000.Y	Spanish AP Language & Culture 2545.P000.Y
French 5 2052.H000.Y		Latin 5 2054.H000.Y		Spanish 5 2055.H000.Y **OR** Spanish Seminar Cine Las Americas 2215.H000.Y **OR** Spanish Seminar Latin American Studies 2115.H000.Y	
French 6 2062.H000.Y				Spanish AP Literature and Culture 2655.P000.Y (**11th or 12th grade only**)	
World Languages Certified Teacher					

World Languages courses may vary on campuses depending on availability. Refer to Course Catalog for additional course sequence options, course descriptions and endorsement requirements. Dual credit courses may be substituted for requirements in appropriate areas; check with your counselor on available options.

<table>
<tr><th colspan="3">WORLD LANGUAGES PATHWAYS
ASL AND GERMAN LANGUAGES</th></tr>
<tr><td>ASL</td><td colspan="2">GERMAN</td></tr>
<tr><td>ASL 1 2018.R000.Y</td><td colspan="2">German 1 2013.R000.Y</td></tr>
<tr><td>ASL 2 2028.R000.Y</td><td colspan="2">German 2 2023.R000.Y</td></tr>
<tr><td>ASL 3 2038.H000.Y</td><td colspan="2">German 3 2033.H000.Y</td></tr>
<tr><td>ASL 4 2048.H000.Y</td><td rowspan="3">German 4 2043.H000.Y</td><td rowspan="3">German AP Language and Culture 2643.H000.Y</td></tr>
<tr><td>ASL Seminar 1 2118.H000.Y</td></tr>
<tr><td>ASL Seminar 2 2128.H000.Y</td></tr>
<tr><td>ASL Seminar 3 2138.H000.Y</td><td colspan="2">German 5 2053.H000.Y</td></tr>
<tr><td colspan="3">World Languages Certified Teacher</td></tr>
<tr><td colspan="3">World Languages courses may vary on campuses depending on availability. Refer to Course Catalog for additional course sequence options, course descriptions and endorsement requirements. Dual credit courses may be substituted for requirements in appropriate areas; check with your counselor on available options.</td></tr>
</table>

	PROFICIENCY LEVEL	**CONSISTENT EXPECTATIONS**
I	Novice Mid - Novice High	Familiar, everyday topics; Sometimes understand the main idea; Words, phrases, simple sentences; Practiced or memorized; Short interactions
II	Novice High - Intermediate Low	Number of familiar, everyday topics; Understand the main idea; Series of simple sentences; Short interactions
III	Intermediate Low - Intermediate Mid	Variety of familiar, everyday topics; Understand the main idea; Series of connected sentences; Short interactions
IV	Intermediate Mid - Intermediate High	Variety of familiar and unfamiliar topics; Understand the main idea and details; Paragraphs, various time frames; Easily and confidently

WORLD LANGUAGES (LOTE) LEVELS I-V

Note: For each language, level I is the prerequisite for level II. Level II is the prerequisite for level III. Level III is the prerequisite for level IV. Level IV is the prerequisite for level V. Completion of Level 3 of the course is recommended to take the AP level

LEVEL 1		
CREDIT: 1 (WL)	GRADE: 9-12	
LANGUAGE	COURSE NUMBER	PEIMS
ASL I	2018.R000.Y	03980100
CHINESE I	2017.R000.Y	03490100
FRENCH I	2012.R000.Y	03410100
GERMAN I	2013.R000.Y	03420100
JAPANESE I	2010.R000.Y	03120100
KOREAN I	2915.R000.Y	11402900
LATIN I	2014.R000.Y	03430100
SPANISH I	2015.R000.Y	03440100
VIETNAMESE I	2111.R000.Y	03510100

Prerequisite:
NONE

This course introduces the basic language skills of listening, speaking, reading, and writing across all three modes of communication: Interpretive, interpersonal and presentational. Students learn common expressions to communicate about basic, everyday topics and are expected to actively participate in class. By the end of the year, students should be able to use memorized phrases and lists of words, use simple sentences and ask/answer questions about familiar topics.

LEVEL 2		
CREDIT: 1 (WL)	GRADE: 9-12	
LANGUAGE	COURSE NUMBER	PEIMS
ASL II	2028.R000.Y	03980200
CHINESE II	2027.R000.Y	03490200
FRENCH II	2022.R000.Y	03410200
GERMAN II	2023.R000.Y	03420200
JAPANESE II	2020.R000.Y	03120200
KOREAN II	2125.R000.Y	11403000
LATIN II	2024.R000.Y	03430200
SPANISH II	2025.R000.Y	03440200
VIETNAMESE II	2121.R000.Y	03510200
OTHER WORLD LANGUAGES II	2126.R000.Y	03993300

Prerequisite:
Level I of LOTE or appropriate Credit by Exam (CBE) or district-approved placement test or ability to show proficiency of the lower level.

This course focuses on language study with a greater depth and range of subject matter than in Level II. Level II challenges students to begin working toward a higher level of proficiency. By the end of the second year students should be able to communicate using simple sentences and ask/answer questions about familiar topics. Intermediate low speakers are able to begin creating original sentences with language.

LEVEL 3		
CREDIT: 1 (WL)	GRADE: 9-12	
LANGUAGE	COURSE NUMBER	PEIMS
ASL 3	2038.H000.Y	03980300
CHINESE 3	2037.H000.Y	03490300
FRENCH 3	2032.H000.Y	03410300
GERMAN 3	2033.H000.Y	03420300
JAPANESE 3	2030.H000.Y	03120300
KOREAN 3	2135.H000.Y	11403100
LATIN 3	2034.H000.Y	03430300

LEVEL 4		
CREDIT: 1 (WL)	GRADE: 9-12	
LANGUAGE	COURSE NUMBER	PEIMS
ASL 4	2048.H000.Y	03980400
CHINESE 4	2057.H000.Y	03490400
FRENCH 4	*2042.H000.Y*	*03410400*
GERMAN 4	*2043.H000.Y*	*03420400*
JAPANESE 4	*2040.H000.Y*	*03120400*
KOREAN 4	2145.H00T.Y	*11403200*
LATIN 4	*2044.H000.Y*	*03430400*

SPANISH 3	2035.H000.Y	03440300
SSS SPANISH 3	2635.H000.Y	03440330
SSS SPANISH 3, DUAL LANGUAGE	2635.H0DL.Y	03440330

Prerequisite:
Level II of World Languages (LOTE) or district-approved placement test, or ability to show proficiency of the lower level.

Level III reviews and advances the structures learned in the previous language level course. Reading and writing skills are further developed through the study and analysis of relevant authentic texts.Students will continue to learn vocabulary and advance grammatical structures on familiar topics of interest necessary to communicate in everyday realistic situations. Students will expand their knowledge and appreciation of the culture and civilization of the target language through reading, listening and viewing of authentic materials.. By the end of Level III, can easily combine original sentences into complete thoughts and ideas.
Level III courses of LOTE are designated as Advanced courses and are thus weighted due to greater student expectations in terms of engagement, rigor and outcomes using associated instructional strategies and practices that lead to college and career readiness.

SPANISH 4	2045.H000.Y	03490400

Level III of World Languages (LOTE) or district-approved placement test.

Level IV of World Language develops even higher-level student proficiency via world language instruction of which the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, to make comparisons with their own language and culture, and to participate in communities beyond the classroom. Whether weighted or AP, students should perform at intermediate-mid to intermediate-high proficiency by the end of the year, with the exception of other World Languages that follow different proficiency targets.
Whether weighted or AP, students should perform at intermediate-high to advanced-low proficiency by the end of the year, with the exception of other World Languages that follow different proficiency targets.

WORLD LANGUAGES AP LANGUAGE COURSES		
CREDIT: 1 (WL)	GRADE: 9-12	
LANGUAGE	COURSE NUMBER	PEIMS
AP CHINESE LANGUAGE & CULTURE	2667.P000.Y	A3490400
AP FRENCH LANGUAGE & CULTURE	2642.P000.Y	A3410100
AP GERMAN LANGUAGE & CULTURE	2643.P000.Y	A3420100
AP JAPANESE LANGUAGE & CULTURE	2640.P000.Y	A3120400
AP LATIN LANGUAGE & CULTURE	2644.P000.Y	A3430100
AP SPANISH LANGUAGE & CULTURE	2545.P000.Y	A3440100
AP SPANISH	2545.P0DL.Y	A3440100

LEVEL 5		
CREDIT: 1 (WL)	GRADE: 9-12	
LANGUAGE	COURSE NUMBER	PEIMS
CHINESE V	2067.H000.Y	03490500
FRENCH V	2052.H000.Y	03410500
GERMAN V	2053.H000.Y	03420500
JAPANESE V	2050.H000.Y	03120500
LATIN V	2054.H000.Y	03430500
SPANISH V	2055.H000.Y	03440500
SPANISH V DL -	2055.H0DL.Y	03440500

LANGUAGE AND CULTURE DL			HEROES AND MONSTERS		
Prerequisite: Level III of World Language or district-approved placement test.			Prerequisite: Level IV of World Languages (LOTE) or appropriate district-approved placement test.		
The AP Language & Cultures course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students need to create a College Board AP account to access AP Classroom and to order the AP Exam.			Level V of World Languages continues to deliver world language instruction of which the overarching goal is communication. Students will engage in conversations, present information to an audience, and interpret culturally authentic materials in the target language. Students will also use the language to connect with other content areas, to make comparisons with their own language and culture, and to participate in communities beyond the classroom. Whether weighted or AP, students should perform at intermediate-high to advanced-mid proficiency by the end of the year, with the exception of other LOTEs that follow different proficiency targets. Exclusive use of the target language by both teacher and student is expected at this fifth stage of language learning.		

WORLD LANGUAGES (LOTE) ADDITIONAL COURSES

ASL

AMERICAN SIGN LANGUAGE, ADVANCED INDEPENDENT STUDY (1ST – 3RD TIME TAKEN)
Credit: 1 (World Languages LOTE)
Grade: 9-12
Course: 2118.H000.Y (1st time taken), 2128.H000.Y (2nd time taken), 2138.H000.Y (3rd time taken)
PEIMS: #03980910 (1st time taken), #03980920 (2nd time taken), #03980930 (3rd time taken)
Prerequisite: ASL IV or appropriate district-approved placement test.
Using age-appropriate activities, students in ASL Advanced Independent Study expand their ability to perform intermediate-to-advanced tasks and develop their ability to perform the tasks of the advanced language learner. The advanced language learner, when engaging with everyday topics, should understand ASL phrases receptively and respond expressively with learned material at an intermediate-to-advanced proficiency level; sign learned words, concepts, phrases, and sentences at an advanced proficiency level; apply acquired knowledge of Deaf cultural norms to the development of extensive communication skills; and apply knowledge of the components of ASL to increase accuracy of expression. Students use expressive and receptive skills for comprehension. This course can be taken up to three times for state credit.

FRENCH

ADVANCED SEMINAR IN WORLD LANGUAGES (LOTE)
Credit: 1 (World Languages LOTE)
Grade: 9-12
Course: 2072.H000.Y
PEIMS: #03410910
This is a post-AP Language/Level 4 course where students will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will communicate in the interpretive, interpersonal, and presentational modes as appropriate, in the target language and for a variety of purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable. The student may take this course with different course content for a maximum of three credits. The course shall be conducted in the target language.

SPANISH

AP SPANISH LITERATURE AND CULTURE
Credit: 1 (World Languages LOTE)
Grade: 11-12
Course: 2655.P000.Y
PEIMS: #A3440200
Prerequisite: AP Spanish Language and Culture or appropriate district-approved placement test.
This course prepares students for the College Board AP Spanish Literature and Culture examination which consists of free-response questions on listening comprehension, reading comprehension and literary analysis, as well as free-response essays on required authors, poetry analysis, and art comparison.

AP SPANISH LITERATURE AND CULTURE DUAL LANGUAGE
Credit: 1 (World Languages LOTE)
Grade: 11-12
Course: 2655.P0DL.Y
PEIMS: #A3440200
Prerequisite: AP Spanish Language and Culture IV or appropriate district-approved placement test. Participation in a Dual Language Program and/or Spanish proficiency.
This course prepares students for the College Board AP Spanish Literature and Culture examination which consists of free-response questions on listening comprehension, reading comprehension and literary analysis, as well as free-response essays on required authors, poetry analysis and art comparison.

ADVANCED SEMINAR IN WORLD LANGUAGES (LOTE)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 2115.H000.Y (Spanish Latin American Studies), 2215.H000.Y – (Cine Las Americas)
PEIMS: #03440910 (Spanish Latin American Studies), #03440920 - (Cine Las Americas)
This is a post AP Language/Level 4 where students will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will communicate in the interpretive, interpersonal, and presentational modes as appropriate, in the target language and for a variety of purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable. The student may take this course with different course content for a maximum of three credits. The course shall be conducted in the target language.

ADVANCED SEMINAR IN WORLD LANGUAGES DUAL LANGUAGE (LOTE)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 2115.H0DL.Y (Spanish Latin American Studies), 2215.H0DL.Y – (Cine Las Americas)
PEIMS: #03440910 (Spanish Latin American Studies), #03440920 - (Cine Las Americas)
Prerequisite: Successful completion of AP Spanish Language and Culture, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district. Participation in a Dual Language Program and/or Spanish proficiency.
This is a post-AP Language/Level 4 course where students will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will communicate in the interpretive, interpersonal, and presentational modes as appropriate, in the target language and for a variety of purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable. The student may take this course with different course content for a maximum of three credits. The course shall be conducted in the target language

ADVANCED LANGUAGE FOR CAREER APPLICATIONS DUAL LANGUAGE
Credit: 1 (World Languages LOTE)
Grade: 12
Course: 2117.H0DL.Y
PEIMS: #11403700
Prerequisite: This course provides 12th-grade Dual Language students with the opportunity to develop and present a comprehensive bilingual portfolio, a culminating project to earn the AISD Seal of Biliteracy. Through a hybrid approach of classroom interactions and practicum-based experiences, students enhance their interpersonal, interpretive, and presentational communication skills in Spanish, applying their language and cultural understanding in professional, business, and industry settings. Designed for students with Intermediate Low to Intermediate Mid proficiency or demonstrated equivalent proficiency, this course supports students in the Dual Language Program as they reach the pinnacle of their bilingual education journey.

For information on all the available Multilingual recognitions, see the Appendix

FINE ARTS
COURSE SELECTIONS

VISUAL ART FOUNDATIONAL COURSES

Either of these courses will fill the prerequisite requirement for all Level I visual art courses.

Level 1 Courses

ART 1
Credit: 1 (Fine Arts)
Grades: 9-12
Course: 5000.R000.Y
PEIMS: #03500100
Prerequisite: NONE
Art 1 is an introductory course that welcomes students of all experience levels. Through differentiated instruction, all students will explore and develop their distinctive artistic styles by creating original works across various mediums, including drawing, painting, printmaking, ceramics, and mixed media, with an emphasis on practical hands-on studio experiences. Throughout the course, each student will compile a cohesive portfolio that highlights their progress and artistic development. Please note that there may be a cost associated with enrolling in this course.

ART AND MEDIA COMMUNICATIONS I-II
Credit: 1 (Fine Arts)
Grades: 9-12
Course: 5701.R000.Y (ART AND MEDIA COMMUNICATIONS I), 5702.R000.Y (ART AND MEDIA COMMUNICATIONS II)
PEIMS: #03500120 (5701.R000.Y), #03501230 (5702.R000.Y)
Prerequisite: NONE
In this foundation course, students combine study of modern, post-modern, and contemporary visual art and design with media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive or site-based installations and performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change. Please note that there may be a cost associated with enrolling in this course.

INTERMEDIATE COURSES

Level 2 Courses

ART II: CERAMICS I
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5001.R000.Y
PEIMS: #03500900
Prerequisite: Art I or Art and Media Communications I
Ceramics is an intermediate course designed to expand upon the skills and concepts learned in Art 1. In the studio, students will have the opportunity to experiment with a range of ceramic techniques, focusing on both hand-building and glazing methods to enhance their personal artistic style. Emphasizing hands-on production, this course encourages students to create a collection of original pieces that reflect their growth and creativity. Throughout the program, they will also compile a portfolio to showcase their work. Please note that there may be a cost associated with enrolling in this course.

ART II: DESIGN I
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5011.R000.Y
PEIMS: #03501210
Prerequisite: Art I or Art and Media Communications I
Students will address visual challenges by applying design and technical skills while studying the elements of art and principles of design. They will explore various artistic fields, including fine art, architecture, crafts, advertisements, and natural designs, drawing inspiration from these sources to develop their own ideas. Using a range of media and tools, students will enhance their creative problem-solving abilities and refine their personal style, deepening their understanding of how design choices influence visual communication. Please note that there may be a cost associated with enrolling in this course.

ART II: DIGITAL ART AND MEDIA I
I Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5021.R000.Y
PEIMS: #03501220
Prerequisite: Art I or Art and Media Communications I
In this course, students delve into cutting-edge techniques for producing original artwork using digital and contemporary media tools, all while reinforcing traditional artistic concepts and methods. Throughout the program, they will develop a visual digital portfolio that showcases their creations. Additionally, the course offers insights into career opportunities in the digital media landscape. Please note that there may be a cost associated with enrolling in this course.

ART II - DRAWING I
Credit: 1 (Fine Arts)
Grades: 10-12
Course: 5031.R000.Y
PEIMS: #03500500
Prerequisite: Successful completion of Art I
Art 2 - Drawing is an intermediate course that expands on the techniques and ideas introduced in Art 1. Students will engage in hands-on studio experiences, experimenting with various drawing materials including pencil, pen, ink, charcoal, and pastels. This course emphasizes personal style development through consistent studio practice. As students progress, they will create a collection of original artworks and assemble a portfolio to showcase their journey. Please note that there may be a cost associated with enrolling in this course.

ART II: FIBERS I
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5041.R000.Y
PEIMS: #03500800
Prerequisite: Art I or Art and Media Communications I
Students will explore various fiber techniques, building upon their personal themes while applying design skills to create unique textile works. Through the study and analysis of both contemporary and historical fiber art, they will gain a deeper understanding of the medium and its potential for artistic expression. Please note that there may be a cost associated with enrolling in this course.

ART II: JEWELRY I
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5051.R000.Y
PEIMS: #03501100
Prerequisite: Art I or Art and Media Communications I
Jewelry I is an intermediate course that builds on the skills and concepts explored in Art I/Art and Media Communications I. Students will explore and develop various approaches to both natural and man-made jewelry. By expanding on their personal themes and applying design skills, they will gain familiarity with different jewelry styles and techniques through the study and analysis of various artworks. Please note that there may be a cost associated with enrolling in this course.

ART II: PAINTING I
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5061.R000.Y
PEIMS: #03500600
Prerequisite: Art I or Art and Media Communications I
Painting is an intermediate course that is designed to enhance the skills and concepts introduced in Art 1/Art and Media Communications I. In this studio-focused environment, students will have the chance to experiment with various painting techniques and processes, allowing them to refine their personal artistic style with a strong emphasis on practical production. Throughout the course, each student will track their growth by creating a collection of original artworks and compiling a portfolio. Please note that there may be a cost associated with enrolling in this course.

ART II: PHOTOGRAPHY I
I Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5071.R000.Y
PEIMS: #03501200
Prerequisite: Art I or Art and Media Communications I
Photography is an intermediate course that builds upon the skills and concepts covered in Art 1/Art and Media Communications I. In this studio setting, students will explore a range of photographic techniques and processes, allowing them to cultivate their unique artistic style with a focus on hands-on production. Instruction will include training in camera operation and equipment usage. Throughout the course, students will track their development by creating a portfolio of original works. Please be aware that there may be associated costs for enrolling in this course.

ART II: SCULPTURE I
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5091.R000.Y
PEIMS: #03501000
Prerequisite: Art I or Art and Media Communications I
Sculpture is an intermediate course that builds upon the skills and concepts covered in Art I/Art and Media Communications I. Students will explore and develop various interpretations and solutions that connect natural and man-made environments. By delving into different sculpting styles and techniques, they will build on their personal themes while applying design skills and analyzing various artworks. Please note that there may be costs associated with enrolling in this course.

ADVANCED COURSES

Level III and IV Courses

ART 3 and Art 4 LEVEL COURSES
Credit: 1 (Fine Arts)
Grades: 11-12
Prerequisite: Successful completion of a parallel Art 2 and Art 3 course
All Art 3 and Art 4 courses are advanced and emphasize technique, individual expression, and creativity. Students will be encouraged to pursue independent projects, with a strong focus on producing original artwork suitable for exhibitions at local, regional, and state events, as well as for their portfolios. Please be aware that there may be associated costs for enrolling in these courses.

**Photography courses require that students have access to a DSLR camera.*

COURSE NAME	COURSE NUMBER	PEIMS/SERVICE ID
ART III: CERAMICS II	5002.R000.Y/H000.Y	#03501800
ART IV: CERAMICS III	5003.H000.Y	#03502700
ART III: DESIGN II	5012.H000.Y	#03502210
ART IV:DESIGN III	5013.H000.Y	#03503210
ART III: DIGITAL ART AND MEDIA II	5022.H000.Y	#03502220
ART IV: DIGITAL ART AND MEDIA III	5023.H000.Y	#03503220
ART III: DRAWING II	5032.R000.Y/H000.Y	#03501300
ART IV: DRAWING III	5033.H000.Y	#03502300
ART III: FIBERS II	5042.R000.Y/H000.Y	#03501600
ART IV: FIBERS III	5043.R000.Y/H000.Y	#03502600
ART III: JEWELRY II	5052.R000.Y/H000.Y	#03502000
ART IV: JEWELRY III	5053.R000.Y/H000.Y	#03502900
ART III: PAINTING II	5062.R000.Y/H000.Y	#03501400
ART IV: PAINTING III	5063.H000.Y	#03502400
ART III: PHOTOGRAPHY II*	5072.R000.Y/H000.Y	#03502200
ART IV: PHOTOGRAPHY III*	5073.H000.Y	#03503100
ART III: PRINTMAKING II	5082.R000.Y/H000.Y	#03501500
ART IV: PRINTMAKING III	5083.H000.Y	#03502500
ART III: SCULPTURE II	5092.R000.Y/H000.Y	#03501900
ART IV: SCULPTURE III	5093.H000.Y	#03502800

ADVANCED PLACEMENT (AP) STUDIO COURSES

ART III/IV: AP ART HISTORY

Credit: 1 (Fine Arts)
Grade: 11-12
Course: 5626.P000.Y
PEIMS: #A3500100
Prerequisite: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level 2 visual arts course.
This introductory college-level course provides the student with an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Art History also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. Requires a high degree of commitment to academic work to meet college standards. Students must be successful on AP Exams to gain potential college credit.

ART III/IV: AP STUDIO ART: DRAWING PORTFOLIO

Credit: 1 (Fine Arts)
Grade: 11-12
Course: 5627.P000.Y
PEIMS: #A3500300
Prerequisite: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course.
Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Light, shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth can be addressed. Abstract, observational, and inventive works through a variety of means, which could include painting, printmaking, mixed media, etc. may be used. Work will be divided into three sections of the AP portfolio including quality, concentration, and breadth. Please note that it is highly recommended that the student submit the portfolio created in AP drawing, to the AP board, for review.

ART III/IV: AP STUDIO ART: 2-D DESIGN PORTFOLIO

Credit: 1 (Fine Arts)
Grade: 11-12
Course: 5628.P000.Y
PEIMS: #A3500400
Prerequisite: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course.
Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Purposeful decision-making about how to use the elements and principles of art in an integrative way to demonstrate mastery of 2-D is required. Mediums and processes could include graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Work will be divided into three sections of the portfolio including quality, concentration, and breadth. Please note that it is highly recommended that the student submit the portfolio created in AP 2-D Design, to the AP board, for review.

ART III/IV: AP STUDIO ART: 3-D DESIGN PORTFOLIO

Credit: 1 (Fine Arts)
Grade: 11-12
Course: 5629.P000.Y
PEIMS: #A3500500
Prerequisite: Either of the two foundational courses (Art I or Art and Media Communications I and II) plus a Level I visual arts course.
Students develop a portfolio addressing sculptural issues. Portfolios will demonstrate an understanding of design principles as they relate to depth and space through any 3-D approach including figurative or nonfigurative. Mediums and processes could include sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Work will be divided into three

sections of the portfolio including quality, concentration, and breadth. Please note that it is highly recommended that the student submit the portfolio created in AP 3-D Design, to the AP board, for review.

THEATRE ELECTIVES

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within one theatre strand, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.
Prerequisite: Before a student can advance to the next-level theatre course, they must complete any previous-level theatre course.

THEATRE ARTS I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5611.R000.Y (Theatre I), 5612.R000.Y (Theatre II), 5613.R000.Y/H000.Y (Theatre III), 5614.R000.Y/H000.Y (Theatre IV)
PEIMS: #03250100 (Theatre I), #03250200 (Theatre II), #03250300 (Theatre III), #03250400 (Theatre IV)
TheatreI is an introduction to the elements of theatre, including basic acting techniques, technical theatre, interpretation of dramatic literature, stage movement, mime, voice and diction, improvisation, and scene presentation. Students will practice relaxation and preparatory techniques, examine dramatic structure, and develop audience appreciation skills by attending live theatrical performances. Students will participate in performances during class as an actor or part of a crew numerous times throughout the year. Theatre II-IV is a continuation of learning the above elements of theatre, as well theatre history, basic stage makeup techniques, reader's theatre, and duet acting. There may be a cost associated with taking Theatre I-IV.

MUSICAL THEATRE I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5601.R000.Y (Musical Theatre I), 5602.R000.Y (Musical Theatre II), 5603.H000.Y (Musical Theatre III), 5604.H000.Y (Musical Theatre IV)
PEIMS: #03251900 (Musical Theatre I), #03252000 (Musical Theatre II), #03252100 (Musical Theatre III), #03252200 (Musical Theatre IV)
Musical Theatre will expose students to a wide range of on-stage performance disciplines, including performing as an actor, vocalist and dancer in varying styles of musical production. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. There may be a cost associated with taking this course.

TECHNICAL THEATRE I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5691.R000.Y (Technical Theatre I), 5692.R000.Y (Technical Theatre II), 5693.R000.Y/H000.Y (Technical Theatre III), 5694.R000.Y/H000.Y (Musical Theatre IV)
PEIMS: #03250500 (Technical Theatre I), #03250600 (Technical Theatre II), #03251100 (Technical Theatre III), #03251200 (Technical Theatre IV)
This course includes an overview of technical theatre and the beginning study of construction and operation of scenery, properties, lighting instruments, makeup, sound, and public relations programs. First year students must take Technical Theatre I, regardless of grade level.

THEATRE PRODUCTION I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5621.R000.Y (Theatre Production I), 5622.R000.Y (Theatre Production II), 5623.R000.Y/H000.Y (Theatre Production III), 5624.R000.Y/H000.Y (Theatre Production IV)
PEIMS: #03250700 (Theatre Production I), #03250800 (Theatre Production II), #03250900 (Theatre Production III), #03251000 (Theatre Production IV)

This course is designed to meet outside regular school hours for a minimum of 80 hours for each unit of credit. It provides practical, hands-on experience in acting and stagecraft. Students develop production and acting skills for public performance outside school hours. In addition to the regular curriculum, students will be required to complete extra work for weighted credit.

THEATRE AND MEDIA COMMUNICATIONS I-II
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5731.R000.Y (Theatre and Media Communications I), 5732.R000.Y (Theatre and Media Communications II)
PEIMS: #03251300 (Theatre and Media Communications I), #03251400 (Theatre and Media Communications II)
Theatre and Media Communications I provides students with a relevant experiential study of theatre along with video and audio design. Students will learn how to bridge traditional stagecraft with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses a digital stage to address a problem within the community or to effect a change.

INSTRUMENTAL MUSIC ELECTIVES

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within one music strand, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

BAND I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5201.R000.Y (Band I), 5202.R000.Y (Band II), 5203.R000.Y/H000.Y (Band III), 5204.R000.Y/H000.Y (Band IV)
PEIMS: #03150100 (Band I), #03150200 (Band II), #03150300 (Band III), #03150400 (Band IV)
Recommended Prerequisite: Band, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) and/or director's approval recommended for placement in all ensembles.
High school band classes are offered for a sequential, continuing study of band music. The four band levels are generally a continuation of the band curriculum from middle school skills. Band I-IV is performance-oriented and focuses on individual as well as ensemble skills. Students develop advanced wind/percussion techniques as they study the wide range of band literature. Advanced musicianship i s developed through the study of instrumental techniques, sight-reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced band level as approved by the director, and as scheduling permits. Out-of-school rehearsals and performances are required. The component of marching band is included in the total band spectrum in the fall from band levels I to IV. Marching band participants in the fall semester are eligible for PE substitution and fine arts credit concurrently.

ORCHESTRA I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5321.R000.Y (Orchestra I), 5322.R000.Y (Orchestra II), 5323.R000.Y/H000.Y (Orchestra III), 5324.R000.Y/H000.Y (Orchestra IV)
PEIMS: #03150500 (Orchestra I), #03150600 (Orchestra II), #03150700 (Orchestra III), #03150800 (Orchestra IV)
Recommended Prerequisite: Orchestra, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) and/or director's approval recommended for placement in all ensembles.
High school orchestra classes are offered for a sequential, continuing study of orchestral music. The four orchestra levels are generally a continuation of the orchestra curriculum from middle school skills. Orchestra I-IV is performance-oriented and focuses on individual as well as ensemble skills. Students develop advanced string/orchestral techniques as they study the wide range of orchestral literature.
Advanced musicianship is developed through the study of instrumental techniques, sight-reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced orchestra level as approved by the director, and as scheduling permits. Out-of-school rehearsals and performances are required.

GUITAR I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5501.R000.Y (Guitar I), 5502.R000.Y (Guitar II), 5503.H000.Y (Guitar III), 5504.H000.Y (Guitar IV)
PEIMS: #03154600 (Guitar I), #03154700 (Guitar II), #03154800 (Guitar III), #03154900 (Guitar IV)
Recommended Prerequisite: Guitar, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) and/or director's approval recommended for placement in all classes.
Students develop guitar techniques and study guitar literature.

PIANO I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5511.R000.Y (Piano I), 5512.R000.Y (Piano II), 5513.H000.Y (Piano III), 5514.H000.Y (Piano IV)
PEIMS: #03154200 (Piano I), #03154300 (Piano II), #03154400 (Piano III), #03154500 (Piano IV)
Recommended Prerequisite: Piano, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) or another middle school music course such as band, choir, orchestra or guitar and/or director's approval recommended for placement in all classes.
Students develop piano techniques and study piano literature.

HARP I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5301.R000.Y (Harp I), 5302.R000.Y (Harp II), 5303.H000.Y (Harp III), 5304.H000.Y (Harp IV)
PEIMS: #03155000 (Harp I), #03155100 (Harp II), #03155200 (Harp III), #03155300 (Harp IV)
Recommended Prerequisite: Music, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) such as band, choir, orchestra or guitar and/or director's approval recommended for placement in all classes.
Students develop harp techniques and study harp literature.

MARIACHI I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5311.R000.Y (Mariachi I), 5312.R000.Y (Mariachi II), 5313.H000.Y (Mariachi III), 5313.H000.Y (Mariachi IV)
PEIMS: #03153800 (Mariachi I), #03153900 (Mariachi II), #03154000 (Mariachi III), #03154100 (Mariachi IV)
Recommended Prerequisite: Enrollment in middle school band, orchestra, and/or choir. Attendance at rehearsals and performances outside school hours is recommended.
Students learn and develop mariachi techniques and study mariachi literature.

JAZZ BAND I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5221.R000.Y (Jazz Band I), 5222.R000.Y (Jazz Band II), 5223.H000.Y (Jazz Band III), 5224.H000.Y (Jazz Band IV)
PEIMS: #03151300 (Jazz Band I), #03151400 (Jazz Band II), #03151500 (Jazz Band III), #03151600 (Jazz Band IV)
Recommended Prerequisite: An enrolled member of a regular band or orchestra class and/or director approval
Students develop jazz techniques and study jazz literature. Wind and percussion players must be enrolled in a regular band class. Guitar, electric bass, and keyboard players need not be enrolled in a regular band or orchestra.

INSTRUMENTAL ENSEMBLE I
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5211.R000.Y (Instrumental Ensemble I), 5211.R100.Y (Band), 5211.R200.Y (Orchestra, Harp, Violin, Viola, Cello, Bass), 5211.R300.Y (Guitar), 5211.R400.Y (Piano), 5211.R500.Y (Steel Drum), 5211.R600.Y (Jazz), 5211.R700.Y (Mariachi), 5211.R800.Y (Percussion)
PEIMS: #03151700
Recommended Prerequisite: One year or concurrent enrollment in a Level I-IV ensemble (Band, Choir, Guitar or Orchestra and/or director's approval
Students study the specialized technical problems of performance techniques for brass, woodwind, percussion and stringed instruments. Options may include Mariachi and Steel Drum Band. Literature for small ensembles is studied. Wind and percussion players must be enrolled in a regular band class, and string players must be enrolled in a regular orchestra class.

INSTRUMENTAL ENSEMBLE II
Credit: 1 (Fine Arts)
Grade: 10-12
Course: 5212.R000.Y (Instrumental Ensemble II), 5212.R100.Y (Band), 5212.R200.Y (Orchestra, Harp, Violin, Viola, Cello, Bass), 5212.R300.Y (Guitar), 5212.R400.Y (Piano), 5212.R500.Y (Steel Drum), 5212.R600.Y (Jazz), 5212.R700.Y (Mariachi), 5212.R800.Y (Percussion)
PEIMS: #03151800
Recommended Prerequisite: One year or concurrent enrollment in a Level I-IV ensemble (Band, Choir, Guitar or Orchestra) and/or director's approval
Students study the specialized technical problems of performance techniques for brass, woodwind, percussion and stringed instruments. Options may include Mariachi and Steel Drum Band. Literature for small ensembles is studied. Wind and percussion players must be enrolled in a regular band class, and string players must be enrolled in a regular orchestra class.

INSTRUMENTAL ENSEMBLE III
Credit: 1 (Fine Arts)
Grade: 11-12 **Course:**
5213.H000/R000.Y (Instrumental Ensemble III), 5213.H100/R100.Y (Band), 5213.H200/R200.Y (Orchestra, Harp, Violin, Viola, Cello, Bass), 5213.H300/R300.Y (Guitar), 5213.H400/R400.Y (Piano), 5213.H500/R500.Y (Steel Drum), 5213.H600/R600.Y (Jazz), 5213.H700/R700.Y (Mariachi), 5213.H800/R800.Y (Percussion)
PEIMS: #03151900
Recommended Prerequisite: One year or concurrent enrollment in a Level I-IV ensemble (Band, Choir, Guitar or Orchestra) and/or director's approval
Students study the specialized technical problems of performance techniques for brass, woodwind, percussion and stringed instruments. Options may include Mariachi and Steel Drum Band. Literature for small ensembles is studied. Wind and percussion players must be enrolled in a regular band class, and string players must be enrolled in a regular orchestra class.

INSTRUMENTAL ENSEMBLE IV
Credit: 1 (Fine Arts)
Grade: 12
Course: 5214.H000/R000.Y (Instrumental Ensemble IV), 5214.H100/R100.Y (Band), 5214.H200/R200.Y (Orchestra, Harp, Violin, Viola, Cello, Bass), 5214.H300/R300.Y (Guitar), 5214.H400/R400.Y (Piano), 5214.H500/R500.Y (Steel Drum), 5214.H600/R600.Y (Jazz), 5214.H700/R700.Y (Mariachi), 5214.H800/R800.Y (Percussion)
PEIMS: #031520000
Recommended Prerequisite: One year or concurrent enrollment in a Level I-IV ensemble (Band, Choir, Guitar or Orchestra) and/or director's approval
Students study the specialized technical problems of performance techniques for brass, woodwind, percussion and stringed instruments. Options may include Mariachi and Steel Drum Band. Literature for small ensembles is studied. Wind and percussion players must be enrolled in a regular band class, and string players must be enrolled in a regular orchestra class.

APPLIED MUSIC I-IV (INSTRUMENTAL)
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5851.R100.Y (Applied Music I), 5852.R100.Y (Applied Music II), 5853.H100.Y (Applied Music III), 5854.H100.Y (Applied Music IV)
PEIMS: #03152500 (Applied Music I), #03152600 (Applied Music II), #03152601 (Applied Music III), #03152602 (Applied MusicIV)
Prerequisite: NONE
Credit is awarded for private music study outside of school hours and off campus. Credit can be granted for the course only when the contracting student is enrolled concurrently in at least one additional instrumental music course offered by the school. The private teacher must cover all the Texas Essential Knowledge and Skills (TEKS) during the course of study. The band or orchestra director shall be the teacher of record and will verify the quality of the work. Each individual contract must be completed within 12 calendar months or less.

CHORAL MUSIC ELECTIVES

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within one music strand, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

CHOIR I
Credit: 1 (Fine Arts)
Grade: 9
Course: 5401.R000.Y (Choir I), .R00B.Y (Boys)/.R00G.Y(Girls)
PEIMS: #03150900 (Choir I)
Recommended Prerequisite: Choir, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) choir and/or director's approval recommended for placement in all ensembles.
Choir I develops musicianship through the study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two-three-, and four-part choral literature is prepared and performed publicly. No prior choir experience is required. As part of a balanced music curriculum students may be placed into choir depending on voicing, either Treble (R000G.Y) or Tenor-Bass (R000B.Y). Various performance opportunities are available throughout the year.
Participation in concerts is required and may require some extra rehearsal before or after school.

CHOIR II
Credit: 1 (Fine Arts)
Grade: 10
Course: 5402.R000.Y (Choir II) .R00B.Y (Boys)/.R00G.Y(Girls)
PEIMS: #03151000
Recommended Prerequisite: Choir I, Director's approval is required for placement in all ensembles.
Students in Choir II are placed into choir according to voicing, ensemble size, musical development of the students, and difficulty of the literature performed. Fundamentals of music and voice production are taught for the purpose of performance and competition. Sight-reading skills will be developed. Performances occur periodically throughout the year. Various performance opportunities are available throughout the year. Participation in concerts is required and may require some extra rehearsal before or after school.

CHOIR III
Credit: 1 (Fine Arts)
Grade: 11
Course: 5403.R000.Y/H000.Y (Choir III), .R00B.Y (Boys)/.R00G.Y(Girls)
PEIMS: #03151100
Recommended Prerequisite: Choir II, Director's approval is required for placement in all ensembles.
Students in Choir III are placed into choir according to voicing, ensemble size, musical development of the students, and difficulty of the literature performed. Advanced techniques of music and voice production are taught for the purpose of performance and competition. Sight-reading skills will be developed. Performances occur periodically throughout the year. Participation in concerts is required and may require some extra rehearsal before or after school.

CHOIR IV
Credit: 1 (Fine Arts)
Grade: 12
Course: 5404.R000.Y/H000.Y (Choir IV), .R00B.Y (Boys)/.R00G.Y(Girls)
PEIMS: #03151200
Recommended Prerequisite: Choir III, Director's approval is required for placement in all ensembles.
Students in Choir IV are placed into choir according to voicing, ensemble size, musical development of the students, and difficulty of the literature performed. Advanced techniques of music and voice production are taught for the purpose of performance and competition. Sight-reading skills will be developed. Performances occur periodically throughout the year. Participation in concerts is required and may require some extra rehearsal before or after school.

VOCAL ENSEMBLE I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5411.R000.Y (Vocal Ensemble I), 5412.R000.Y (Vocal Ensemble II), 5413.H000.Y (Vocal Ensemble III), 5414.H000.Y (Vocal Ensemble IV)
PEIMS: #03152100 (Vocal Ensemble I), #03152200 (Vocal Ensemble II), #03152300 (Vocal Ensemble III), #03152400 (Vocal Ensemble IV)
Prerequisite: One year or concurrent enrollment in a Level I-IV choral ensemble and director's approval.
This course emphasizes carrying an independent part in an ensemble group. Various groups such as madrigal, jazz and show choirs are formed based on the abilities and interests of the students. Out-of-school rehearsals and performances are required.

APPLIED MUSIC I-IV (CHORAL)
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5851.R000.Y (Applied Music I), 5852.R000.Y (Applied Music II), 5853.H000.Y (Applied Music III), 5854.H000.Y (Applied Music IV)
PEIMS: #03152500 (Applied Music I), #03152600 (Applied Music II), #03152601 (Applied Music III), #03152602 (Applied Music IV)
Prerequisite: NONE
Credit is awarded for private music study outside of school hours and off campus. Credit can be granted for the course only when the contracting student is enrolled concurrently in at least one additional choral music course offered by the school. The private teacher must cover all the Texas Essential Knowledge and Skills (TEKS) during the course of study. The choir director shall be the teacher of record and will verify the quality of the work. Each individual contract must be completed within 12 calendar months or less.

MUSIC STUDIES ELECTIVES

MUSIC THEORY I-II
Credit: 1 (Fine Arts)
Grade: 9-10
Course: 5841.R000.Y (Music Theory I), 5842.R000.Y (Music Theory II)
PEIMS: #03155400 (Music Theory I), #03155500 (Music Theory II)
Prerequisite: Middle School 1, 2, and 3 Band, choir, guitar, piano or orchestra, and one year or concurrent enrollment in a level I-II ensemble (Band, Choir, Guitar or Orchestra) and director's approval
Music Theory I is a basic survey of the fundamentals and vocabulary of music. It involves rules and terminology of notation, ear training, sight singing, harmonic and melodic dictation, and form analysis. Technical applications to keyboard, singing, and/or guitar are included in the coursework. Students enrolled in this course must have access to a keyboard instrument at home for practice and completion of assignments.

AP MUSIC THEORY
Credit: 1 (Fine Arts) **Grade:** 11-12
Course: 5641.P000.Y **PEIMS:**
#A3150200
Prerequisite: Music Theory I and II or the passing of a placement exam and one year or concurrent enrollment in a level III or IV ensemble (band, choir, guitar or orchestra) and director's approval.
Students learn to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Develop aural, sight-singing, written, compositional, dictation and analytical skills through a series of listening, performance, written, creative, and analytical exercises. Students enrolled in this course must have access to a keyboard instrument at home for practice and completion of assignments. Attending out of school sessions and performances are required and part of the student's grade.

DANCE ELECTIVES

Attendance at performances and rehearsals outside school hours is required and included in grades. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. Within the dance discipline, students are encouraged to follow the sequence of courses to complete a Humanities and Fine Arts endorsement.

PRINCIPLES OF DANCE I-IV
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5151.R000.Y (Principles of Dance I), 5152.R000.Y (Principles of Dance II), 5153.R000.Y/H000.Y (Principles of Dance III), 5154.R000.Y/H000.Y (Principles of Dance IV)
PEIMS: #03830100 (Principles of Dance I), #03830200 (Principles of Dance II), #03830300 (Principles of Dance III), #03830400 (Principles of Dance IV)
Prerequisite: Before a student can advance to the next level Dance course, they must complete any previous level Dance course.
Students learn to work cooperatively with others through various group compositions. Students learn about the cultural, historic and artistic diversity of various dance styles. Students have an opportunity to choreograph and present a movement piece using the body as a means of expression. Students must perform in a public recital.

DANCE COMPOSITION/IMPROV I-IV
Credit: 0.5 (Fine Arts)
Grade: 9-12
Course: 5181.R000.X (Dance Comp/Improv I), 5182.R000.X (Dance Comp/Improv II), 5183.R000.X/H000.X (Dance Comp/Improv III), 5184.R000.X/H000.X (Dance Comp/Improv IV)
PEIMS: #03832500 (Dance Comp/Improv I), #03832600 (Dance Comp/Improv II), #03832700 (Dance Comp/Improv III), #03832800 (Dance Comp/Improv IV)
Prerequisite: Before a student can advance to the next level Dance course, they must complete any previous level Dance course.
First year in the program, regardless of grade level. Dance Composition I-IV is a practical exploration of a variety of processes and elements that may be used in the study of creating dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, and dynamics, and processes such as abstraction, thematic development, and revision. Improvisation will be employed to initiate the exploration of concepts, but, ultimately, in most cases, the work will be set into a fixed, repeatable form.

DANCE PERFORMANCE ENSEMBLE I-IV A
Credit: 0.5 (Fine Arts)
Grade: 9-12
Course: 5181.R000.X (Dance Comp/Improv I), 5182.R000.X (Dance Comp/Improv II), 5183.R000.X/H000.X (Dance Comp/Improv III), 5184.R000.X/H000.X (Dance Comp/Improv IV)
PEIMS: #03832500 (Dance Comp/Improv I), #03832600 (Dance Comp/Improv II), #03832700 (Dance Comp/Improv III), #03832800 (Dance Comp/Improv IV)
Prerequisite: Before a student can advance to the next level Dance course, they must complete any previous level Dance course.
First year in the program, regardless of grade level. Dance Composition I-IV is a practical exploration of a variety of processes and elements that may be used in the study of creating dances. Students will create their own dance studies in response to a

variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, and dynamics, and processes such as abstraction, thematic development, and revision. Improvisation will be employed to initiate the exploration of concepts, but, ultimately, in most cases, the work will be set into a fixed, repeatable form.

DANCE THEORY I-IV A
Credit: 1 (Fine Arts)
Grade: 11-12 **Course:**
5641.P000.Y **PEIMS:**
#A3150200
Prerequisite: Dance I or Lifetime Fitness and Dance/Aerobic Dance and instructor approval.
First year in the program, regardless of grade level. Dance Theory I-IV orients students to the field of dance as an academic discipline, profession, and art form. This course supplies students with information and processes of inquiry to facilitate their own decision making as they proceed in the field of dance and promote critical thinking skills that are the foundation for this course.

WORLD DANCE FORMS I-IV DUAL LANGUAGE
Credit: 1 (Fine Arts)
Grade: 9-12
Course: 5171.R0DL.Y (WDF I), 5172.R0DL.Y (WDF II), 5173.H0DL.Y (WDF III), 5174.H0DL.Y (WDF IV)
PEIMS: #03832100 (WDF I), #03832200 (WDF II), #03832300 (WDF III), #03832400 (WDF IV)
Prerequisite: Participation in a Dual Language Program and/or Spanish proficiency.
Students will develop a deep understanding and appreciation for the historical, linguistic, athletic, theatric, and performance skills associated with Ballet Folklórico. This course will open the door to our students' exploration of their various heritages, as well as further the development of a wide variety of dance skills that can transfer to other disciplines. Ballet Folklórico can broaden Hispanic and non-Hispanic's students' perspectives and worldview, opening their minds to the full depth of Mexican culture. This course is part of the dual language program and is taught primarily in Spanish.

ATHLETIC
COURSE SELECTIONS

Athletics

Credit: 0.5/1.0 (Physical Education)
Grade: 9-12
Prerequisite: Member of the athletic team, Coach's recommendation and approval

Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement. Students must earn 1.0 Physical Education graduation credit by participating in various physical education substitutions. These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than 4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

9TH GRADE ATHLETICS COURSE NUMBERS (PEIMS #PES00000)		10TH GRADE ATHLETICS COURSE NUMBERS (PEIMS #PES00001)		11TH GRADE ATHLETICS COURSE NUMBERS (PEIMS #PES00002)		12TH GRADE ATHLETICS COURSE NUMBERS (PEIMS #PES00003)	
ATHLETICS COURSE	**COURSE NUMBER**	**ATHLETICS COURSE**	**COURSE NUMBER**	**ATHLETICS COURSE**	**COURSE NUMBER**	**ATHLETICS COURSE**	**COURSE NUMBER**
BASEBALL	6006.R100.Y	BASEBALL	6007.R100.Y	BASEBALL	6008.R100.Y	BASEBALL	6009.R100.Y
BASKETBALL	6006.R2B0.Y (Boys) 6006.R2G0.Y (Girls)	BASKETBALL	6007.R2B0.Y (Boys) 6007.R2G0.Y (Girls)	BASKETBALL	6008.R2B0.Y (Boys) 6008.R2G0.Y (Girls)	BASKETBALL	6009.R2B0.Y (Boys) 6009.R2G0.Y (Girls)
CROSS COUNTRY (Fall) TRACK/FIELD (Spring)	6006.R3B0.Y (Boys) 6006.R3G0.Y (Girls)	CROSS COUNTRY (Fall) TRACK/FIELD (Spring)	6007.R3B0.Y (Boys) 6007.R3G0.Y (Girls)	CROSS COUNTRY (Fall) TRACK/FIELD (Spring)	6008.R3B0.Y (Boys) 6008.R3G0.Y (Girls)	CROSS COUNTRY (Fall) TRACK/FIELD (Spring)	6009.R3B0.Y (Boys) 6009.R3G0.Y (Girls)
FOOTBALL	6006.R600.Y	FOOTBALL	6007.R600.Y	FOOTBALL	6008.R600.Y	FOOTBALL	6006.R600.Y
GOLF	6006.R4B0.Y (Boys) 6006.R4G0.Y (Girls)	GOLF	6007.R4B0.Y (Boys) 6007.R4G0.Y (Girls)	GOLF	6008.R4B0.Y (Boys) 6008.R4G0.Y (Girls)	GOLF	6009.R4B0.Y (Boys) 6009.R4G0.Y (Girls)
SOCCER	6006.R5B0.Y (Boys) 6006.R5G0.Y (Girls)	SOCCER	6007.R5B0.Y (Boys) 6007.R5G0.Y (Girls)	SOCCER	6008.R5B0.Y (Boys) 6008.R5G0.Y (Girls)	SOCCER	6009.R5B0.Y (Boys) 6009.R5G0.Y (Girls)
SOFTBALL	6006.R800.Y	SOFTBALL	6007.R800.Y	SOFTBALL	6008.R800.Y	SOFTBALL	6009.R800.Y
SWIMMING	6006.R7B0.Y (Boys) 6006.R7G0.Y (Girls)	SWIMMING	6007.R7B0.Y (Boys), 6007.R7G0.Y (Girls)	SWIMMING	6008.R7B0.Y (Boys) 6008.R7G0.Y (Girls)	SWIMMING	6009.R7B0.Y (Boys) 6009.R7G0.Y (Girls)

TEAM TENNIS (Fall) INDIVIDUAL TENNIS (Spring)	6006.R9B0.Y (Boys) 6006.R9G0.Y (Girls)	TEAM TENNIS (Fall) INDIVIDUAL TENNIS (Spring)	6007.R9B0.Y (Boys) 6007.R9G0.Y (Girls)	TEAM TENNIS (Fall) INDIVIDUAL TENNIS (Spring)	6008.R9B0.Y (Boys) 6008.R9G0.Y (Girls)	TEAM TENNIS (Fall) INDIVIDUAL TENNIS (Spring)	6009.R9B0.Y (Boys) 6009.R9G0.Y (Girls)
VOLLEYBALL	6006.R000.Y	VOLLEYBALL	6007.R000.Y	VOLLEYBALL	6008.R000.Y	VOLLEYBALL	6009.R000.Y
WATER POLO (Fall)	6006.RB00.X (Boys) 6006.RG00.X (Girls)	WATER POLO (Fall)	6007.RB00.X (Boys) 6007.RG00.X (Girls)	WATER POLO (Fall)	6008.RB00.X (Boys) 6008.RG00.X (Girls)	WATER POLO (Fall)	6009.RB00.X (Boys) 6009.RG00.X (Girls)
WRESTLING	6006.R0B0.Y (Boys) 6006.R0G0.Y (Girls)	WRESTLING	6007.R0B0.Y (Boys) 6007.R0G0.Y (Girls)	WRESTLING	6008.R0B0.Y (Boys) 6008.R0G0.Y (Girls	WRESTLING	6009.R0B0.Y (Boys) 6009.R0G0.Y (Girls)

HEALTH/PHYSICAL EDUCATION COURSE SELECTIONS

HEALTH COURSES

HEALTH 1
Credit: 0.5 (Health)
Grade: 9-12
Course: 6000.R000.X
PEIMS: #03810100
Prerequisite: NONE
This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including: physical health and hygiene; mental health and wellness; eating healthy and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health (opt-in only). Students will learn both the information needed to understand the concepts and the skills needed to make decisions about their health now and in the future. This course covers the high school level health TEKS and therefore students who complete the course will earn 0.5 credit toward their graduation requirements.

GENERAL PHYSICAL EDUCATION COURSES

LIFETIME FITNESS AND WELLNESS PURSUITS
Credit: 1 (Physical Education)
Grade: 9-12
Course: 6002.R000.Y
PEIMS: #PES00051
Prerequisite: NONE
The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

LIFETIME FITNESS AND DANCE
Credit: 1 (Physical Education)
Grade: 9-12 Course:
Course: 6002.R100.Y
PEIMS: #PES00052
Prerequisite: NONE
Students in Lifetime Fitness & Dance are exposed to a variety of exercises that support their dancing skills and promote their health and fitness. Students will learn various dances as well as participate in circuit training, Pilates, basic yoga and walk/jog activities. A major expectation of this course is for the student to design a personal fitness program to support their dancing skills. **This class uses the same PEIMS number as Lifetime Fitness & Wellness.

SKILL BASED LIFETIME ACTIVITIES
Credit: 1 (Physical Education)
Grade: 9-12
Course: 6002.R100.Y
PEIMS: #PES00056
Prerequisite: NONE
The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course.

(A) Target games are activities in which students send an object toward a target.
(B) Striking and fielding games are activities in which students strike an object in order to score points within a game.
(C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective.
(D) Rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm.
(E) Innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.

LIFETIME RECREATION AND OUTDOOR PURSUITS
Credit: 1 (Physical Education)
Grade: 9-12
Course: 6003.R000.Y
PEIMS: #PES00053
Prerequisite: NONE
The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

PHYSICAL EDUCATION SUBSTITUTION COURSES

Physical Education substitution (listed in 19 TAC §74.12(b)(6)(C) and (D))credit may be awarded for successful completion of certain courses. Students may earn Physical Education substitution credits through participation in Drill Team (ONE credit maximum), Cheerleading (ONE credit maximum), Marching Band (ONE credit maximum), Athletics (FOUR credit maximum), JROTC (ONE credit maximum), Show Choir (ONE credit maximum) and Private/ Commercially sponsored activities (FOUR credit maximum). Credits may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. For a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Upon completion of one semester's participation in one of these activities, the student is awarded a PE substitution credit.
A middle school student may withdraw from a high school credit course by the 7th week within the 3rd nine weeks

ACTIVITY-BASED COURSES FOR PHYSICAL EDUCATION SUBSTITUTIONS

A student taking Cheerleading, Marching Band, or Drill Team may earn a combination of up to 1.0 state PE credit. Additional local credits may be earned (local credit does not count towards state graduation requirement).

MARCHING BAND / COLOR GUARD (FALL ONLY)
Credit: 0.5 (Physical Education)
Grade: 9-12
Course: 5201.R000.Y (Band I), 5202.R000.Y (Band II), 5203.R000.Y/H000.Y (Band III), 5204.R000.Y/H000.Y (Band IV)
PEIMS: #PES00012
Prerequisite: Approved by Marching Band Director; Credit is awarded as a substitution credit as marching band/color guard is an activity associated with curricular Band I-IV. To earn credit students must be concurrently enrolled in Band I-IV and the Marching Band/Color Guard course.

CHEERLEADING
Credit: 1 (Physical Education)
Grade: 9-12 **Course:**
6016.R000.Y **PEIMS:**
#PES00013
Prerequisite: Approved by Campus Cheerleading Sponsor
Students may earn PE substitution credit in both the fall and spring semesters.

DRILL TEAM
Credit: 1 (Physical Education)
Grade: 9-12
Course: 6017.R000.Y
PEIMS: #PES00014
Prerequisite: Approved by drill team sponsor.
Students may earn PE substitution credit in both the fall and spring semesters.

JROTC
Credit: 1 (Physical Education)/1 (Elective Credit)
Grade: 9-12
Course: 6010.R000.Y (1.0 Physical Education Credit), 9001.R000.Y (1.0 Elective Credit)
PEIMS: #PES00008
Prerequisite: NONE
6010 allows a student to earn PE credit, while 9001 allows a student to earn Military Science credit. 9001 is to be used only if a student has already satisfied or is currently satisfying the physical education requirement with a different course or PE substitution. 9001 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course. A student may earn no more than 1.0 credit toward their Physical Education requirements.

OFF-CAMPUS PHYSICAL EDUCATION PROGRAM

The Off-Campus Physical Education Program is an athletic/training program that students may participate in by using a commercial or private agency that has been approved by the District Physical Education Office. These courses may be used to substitute a 0.5 unit of Physical Education credit per semester. A student may earn up to 4.0 credits towards graduation requirement for Physical Education if he/she is approved for Category 1. A student in Category II may earn up to 1.0 credit. Examples of approved activities are: swimming, diving, dancing, rowing, rock climbing, fencing, equestrian riding, gymnastics, martial arts, and club team such as Lacrosse and Ultimate Frisbee. Students will earn a numerical grade, which is also included in his/her grade point average.

The Off-Campus Physical Education Program packets may be obtained through the counselor's office or on the AISD website. Students may only choose agencies that are listed on the "AUSTIN ISD Approved Agency" list on the AISD website. Completed packets must be received by the P.E. Department at AISD Administration Building on or before the first day of each semester.

The Off-Campus Physical Education Program course must be scheduled through your counselor and will be noted on the student's report card. Students must complete written assignments, given by the Agency, for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written assignments; it will then be factored into the student's grade. AISD is not responsible for providing transportation to the approved agencies.

Category (1) Olympic-level participation and/or competition including a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

Category (2) Private or commercially sponsored physical activities including those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

- One (1.0) credit of physical education is required to meet state graduation requirements.
- General Physical Education courses must only be taken once.
- Students should only be enrolled in one PE course per semester (ROTC is the exception).
- Additional PE credits may be taken for state elective credit. A maximum of four PE credits may be earned through any combination of general PE or PE substitutions
- Cheerleading, Drill Team, Marching Band, Athletics, ROTC, Off-Campus PE substitutions.
- All students enrolled in a PE course or PE substitution must be assessed on their physical fitness based on their physical education classification using the FITNESSGRAM Assessment.
- Students must be approved by the ARD committee before being placed in an Adapted PE course.
- Students approved for Adapted PE may take additional PE courses.
- Students may be exempt from physical activity (EHAA Legal), but not their physical education class.
- Documentation from a member of the healing arts licensed to practice in Texas must be provided to exempt a student from various types of physical activities. Forms may be obtained from the district physical education office.

CATEGORY 1: NATIONAL OR PROFESSIONAL RANKING OR OLYMPIC COMPETITION
Credit: 0.5 (Physical Education)
Grade: 9-12
Prerequisite: Approved application by district physical education coordinator and campus guidance counselor.
Any athletic/training program that is of higher level than the district can provide. The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74. The student must train for 15 or more hours per week during the school semester. The student is also eligible to miss one school period. The student must not miss any class other than a scheduled physical education class (usually first or last period of the day). The student must be training for some type of state, national, or professional ranking, or for Olympic competition.

TIME TAKEN	COURSE NUMBER	PEIMS
1ST TIME TAKEN	6011.R110.X	PES00008
2ND TIME TAKEN	6011.R120.X	PES00008
3RD TIME TAKEN	6012.R130.X	PES00009
4TH TIME TAKEN	6012.R140.X	PES00009
5TH TIME TAKEN	6013.R150.X	PES00010
6TH TIME TAKEN	6013.R160.X	PES00010
7TH TIME TAKEN	6014.R170.X	PES00011
8TH TIME TAKEN	6014.R180.X	PES00011

CATEGORY 2: A PRIVATE OR COMMERCIALLY-SPONSORED PHYSICAL ACTIVITY OR TRAINING PROGRAM
Credit: 0.5 (Physical Education)
Grade: 9-12
Course: 6011.R210.X (1st time taken), 6011.R220.X (2nd time taken), 6011.R230.X (3rd time taken)
PEIMS: #PES00008
Prerequisite: Approved application by district physical education coordinator and campus guidance counselor.
The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74. The student is required to participate at least 5 hours per week during the school semester. Students certified to participate at this level will not be dismissed from any part of the regular school day.

ADDITIONAL *COURSE SELECTIONS*

AVID COURSES

(Advancement Via Individual Determination)

AVID stands for Advancement Via Individual Determination, and our mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Austin ISD implements AVID at elementary and secondary campuses that choose to participate. High School AVID students are expected to take rigorous courses, notably Advanced courses, Advanced Placement, OnRamps, International Baccalaureate, and/or Dual Credit. Students also participate in Socratic tutorial groups, practice college readiness skills rich in writing, inquiry, collaboration, organization, and reading, as well as executive functioning skills, such as time management, goal setting and goal-reflecting. AVID students will explore college and career options and college visits.

At the secondary level, students who participate in the AVID Elective must follow the campus's selection process, which often includes an application and interview. The profile of an AVID student is a student possessing "Independent Determination" towards college and career success, a GPA of 2.0-3.5., often "Meets Grade Level" on the ELA portion of the STAAR exam. Special considerations will be made for one or more of the following criteria: 1) will be first generation to graduate from college 2) receive free or reduced lunch 3) are historically underserved in 4 year universities 4) other special circumstances. Contact your campus's AVID Coordinator for more information.

AVID 1-4
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 9610.R000.Y (AVID 1), 9620.R000.Y (AVID 2), 9630.R000.Y (AVID 3), 9640.R000.Y (AVID 4)
PEIMS: #N1290001 (AVID 1), #N1290002 (AVID 2), #N1290030(AVID 3), N1290033 (AVID 4)
Prerequisite: New AVID students are required to meet the campus's approval process. These are students who have the desire to attend college and are capable of completing rigorous courses, but are not meeting their full potential and would benefit from AVID Elective support for college and career readiness. Typically, AVID Elective students are underserved students in secondary institutions. High School AVID places these students in dual enrollment, dual credit, and Advanced Placement® courses. AVID 4 requires having taken AVID 3 or special permission from the AVID Site Coordinator.

The AVID class addresses key elements in college preparation: Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency. Students achieve this through AVID's Core Strategies such as AVID Tutorials/ Collaborative Study Groups, Socratic Seminars (dialogue)/ Philosophical Chairs (debate), note taking, and organization of time and materials. Students also prepare for college entrance examinations, including the SAT, ACT, and TSIA-2.

AVID DUAL LANGUAGE 1-4
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 9610.R0DL.Y (AVID 1 DL), 9620.R0DL.Y (AVID 2 DL), 9630.R0DL.Y (AVID 3 DL), 9640.R0DL.Y (AVID 4 DL)
PEIMS: #N1290001 (AVID 1 DL), #N1290002 (AVID 2 DL), #N1290030(AVID 3 DL), N1290033 (AVID 4 DL)
Prerequisite: New AVID students are required to meet the campus's approval process. These are students who have the desire to attend college and are capable of completing rigorous courses but are not meeting their full potential and would benefit

from AVID Elective support for college and career readiness. Typically, AVID Elective students are underserved students in secondary institutions. AVID places these students in dual enrollment, dual credit, and Advanced Placement® courses. AVID 4 DL requires having taken AVID 3 DL or special permission from the AVID Site Coordinator. Participation in a Dual Language Program and/or Spanish proficiency.

The AVID class addresses key elements in college preparation: Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency. Students achieve this through AVID's Core Strategies such as AVID Tutorials/ Collaborative Study Groups, Socratic Seminars (dialogue)/ Philosophical Chairs (debate), note taking, and organization of time and materials. Students also prepare for college entrance examinations, including the SAT, ACT, and TSIA-2. This course is designed for students participating in the dual language program and is taught in Spanish. This course is not offered at every dual language campus, please check with your school's office about availability.

COLLEGE TRANSITION
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 9500.R000.Y
PEIMS: #N1290050
Prerequisite: NONE
College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college.

GT INDEPENDENT STUDY MENTORSHIP I–IV
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 9311.H000.Y (I), 9321. H000.Y (II), 9331. H000.Y (III), 9341.H000.Y (IV)
PEIMS: #N1290309 (I), #N1290313 (II), #N1290317 (III), #N1290318 (IV)
Prerequisite: NONE
This course, based on the Exit Level Texas Performance Standards Project (TPSP) for Gifted and Talented (GT) students, offers a non-traditional learning experience supporting the creation of innovative products or performances.

METHODOLOGY FOR ACADEMIC AND PERSONAL SUCCESS (MAPS)
Credit: 1 (Elective Credit)
Grade: 9-12
Course: 9006.R000.Y
PEIMS: #N1130021
Prerequisite: NONE
The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world to establish both immediate and long-range personal goals.

AP SEMINAR - CAPSTONE
Credit: 1 (Elective Credit)
Grade: 10-12 **Course:** 8945.P000.Y **PEIMS:** #3380001 & 3380021 For Semester A&B if teacher is Social Studies certified); #03221800 (If teacher is ELA Certified)
Prerequisite: NONE
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

AP RESEARCH - CAPSTONE
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 8946.P000.Y
PEIMS: # 03380003/#03380023 (Semester A+B)
Prerequisite: Students must have successfully completed the AP Seminar course.
AP Research allows students to explore deeply an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In AP Research, students further their skills acquired in AP Seminar by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

PEER ASSISTANCE AND LEADERSHIP I
(PALs 1)
Credit: 1 (Elective Credit)
Grade: 11-12
Course: 9343.R000.Y
PEIMS: #N1290005
Prerequisite: NONE
Peer Assistance and Leadership allows specially trained students to serve as role models and mentors for students in our district. PALs are trained in listening, communication, facilitation, problem solving, and decision-making skills. In addition, PALs participate in various community service projects.

PEER ASSISTANCE AND LEADERSHIP II
(PALs 2)
Credit: 1 (Elective Credit)
Grade: 12
Course: 9353.R000.Y
PEIMS: #N1290006
Prerequisite: Students must have successfully completed the AP Seminar course.
Peer Assistance and Leadership allows specially trained students to serve as role models and mentors for students in our district. PALs are trained in listening, communication, facilitation, problem solving, and decision-making skills. In addition, PALs participate in various community service projects.

APPENDIX A: GRADING/HONOR ROLL

This scale is used to compute numerical grades into the score that is used to determine honor roll status, grade point average, and rank in class. The end of semester grade is recorded on the student's transcript, the student's permanent record. Career and Technical Education (CTE) courses are weighted if the teacher is approved to offer college credit.

The INTEGRATED GRADING SCALE (IGS) consists of three tiers:

- **TIER I WEIGHTED LEVEL COURSES** include Advanced, Advanced Placement, International Baccalaureate, dual credit, ACC Tech credit, magnet, and other TEA-approved and district-identified weighted courses.
- **TIER II GENERAL EDUCATION COURSES** include grade-level-TEKS courses. TIER II also includes courses completed with limited modifications.
- **TIER III PRESCRIBED COURSES** include locally-developed modified TEKS courses, exit-level state assessment tutorial courses, and student-aide courses.

NUMERICAL GRADE	TIER I (5.0 SCALE)	TIER II (4.0 SCALE)	TIER III (3.0 SCALE)
100	5.0	4.0	3.0
99	4.9	3.9	2.9
98	4.8	3.8	2.8
97	4.7	3.7	2.7
96	4.6	3.6	2.6
95	4.5	3.5	2.55
94	4.4	3.4	2.5
93	4.3	3.3	2.4
92	4.2	3.2	2.3
91	4.1	3.1	2.2
90	4	3	2.15
89	3.9	2.9	2.1
88	3.8	2.8	2
87	3.7	2.7	1.9
86	3.6	2.6	1.8
85	3.5	2.5	1.7
84	3.4	2.4	1.6
83	3.3	2.3	1.55
82	3.2	2.2	1.5
81	3.1	2.1	1.4
80	3	2	1.3
79	2.9	1.9	1.2
78	2.8	1.8	1.15
77	2.7	1.7	1.1
76	2.6	1.6	1
75	2.5	1.5	0.9
74	2.4	1.4	0.8
73	2.3	1.3	0.7
72	2.2	1.2	0.6
71	2.1	1.1	0.55
70	2	1	0.5
69 and BELOW	0	0	0

HONOR ROLL STATUS

The honor roll system recognizes and rewards notable academic achievement in secondary schools. Honor roll recognition is based on scholarship achievement only. It has no relationship to National Honor Society requirements, which include factors in addition to scholarship. Placement of secondary students on honor rolls will be determined on the basis of their grade point average (GPA) for the 192 respective grading period. To be eligible for the honor roll, a secondary student must have received an average able grade from each of at least three courses. There are three levels of honor roll for middle and high school students.

HONOR ROLL LEVEL	MIDDLE SCHOOL GPA	HIGH SCHOOL GPA
FIRST HONOR ROLL	3.875 AND ABOVE	3.5000 AND ABOVE
SECOND HONOR ROLL	3.3333 TO 3.8749	2.9000 TO 3.4999
THIRD HONOR ROLL	2.833 TO 3.3332	2.4000 TO 2.8999

*If a student makes an F (failure), I (incomplete), or NG (no grade) during the six-weeks, the student is ineligible for the honor roll that six-weeks.

APPENDIX B: APPROVED DUAL CREDIT COURSES

The following Austin Community College courses have been pre-approved for dual credit for the AISD courses listed below. In some cases, prerequisite courses may be required by ACC. If multiple courses are listed, all are necessary to meet the dual credit requirements. Students enrolled in dual credit courses may request permission to take Challenge Exams in areas they feel academically prepared. In both instances, if the student meets ACC's expectations and the course is transcribed, AISD will accept these alternative methods for meeting dual credit requirements. Students who have satisfied course prerequisites may apply to Austin Community College to take the following courses. Only courses listed here are pre-approved for dual credit. Other courses listed on the ACC website have not been pre-approved by AISD and will not be accepted for dual credit.

ENGLISH LANGUAGE ARTS

Three-semester sequence for English III and IV credit

The following is a three-semester sequence for English III and IV credit.

Note: *Permission to teach these courses must be obtained from the High School Office due to the integrated curriculum.*

SEMESTERS ONE AND TWO

AISD COURSE NUMBER	AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER	AISD CREDIT	ACC COURSE NUMBER	ACC COURSE TITLE	ACC HOURS
1003.N000.Y	ENGLISH III #03220300	1.0	ENGL 1301 ENGL 1302	ENGLISH COMPOSITION I ENGLISH COMPOSITION II	3 3

SEMESTER THREE

AISD COURSE NUMBER	AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER	AISD CREDIT	ACC COURSE NUMBER	ACC COURSE TITLE	ACC HOURS
1004.N000.X**	ENGLISH IV #03220400	1.0	ENGL 2322 OR ENGL 2323	BRITISH LITERATURE: ANGLO-SAXON THROUGH 18TH CENTURY OR BRITISH LITERATURE: 18TH CENTURY TO PRESENT	3
1020.N000.X	Independent Study in English 1.0 credits OR Literary Genres 1.0 credits means a student could get credit for	1.0	ENGL 2328	AMERICAN LITERATURE: CIVIL WAR TO THE PRESENT	3

	Independent study OR literary genres- not both.				
**Either British Literature: Anglo-Saxon through 18th Century or British Literature: 18th Century to Present completes the requirement for English IV credit.					
PTECH STUDENTS					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
1004.N00P.X**	ENGLISH IV #03220400	1.0	ENGL 2311	TECHNICAL AND BUSINESS WRITING	3
TWO-SEMESTER SEQUENCE FOR ENGLISH IV CREDIT ONLY					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
1004.N000.Y	ENGLISH IV #03220400	1.0	ENGL 1301 AND ENGL 1302	ENGLISH COMPOSITION I ENGLISH COMPOSITION II	3 3
ADDITIONAL LANGUAGE ARTS COURSES					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
1009.N000.X	CREATIVE WRITING #03221200	1.0	ENGL 2307***	BEGINNING CREATIVE WRITING PREREQUISITE: ENGL 1301	3
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
1046.N000.X	COLLEGE READINESS AND STUDY SKILLS #03270100	0.5	EDUC 1300	EFFECTIVE LEARNING STRATEGIES FOR COLLEGE SUCCESS	3
1045.N000.X	CONTEMPORARY MEDIA #03241401	0.5	EDUC 1300	EFFECTIVE LEARNING STRATEGIES FOR COLLEGE SUCCESS	3
1244.N000.X	COMMUNICATION APPLICATIONS #03241400	0.5	SPCH 1315	PUBLIC SPEAKING	3
1244.N000.X	COMMUNICATIONS	0.5	SPCH 1311	INTRODUCTION TO	3

8502.N000.X	APPLICATIONS #03241400 OR PROFESSIONAL COMMUNICATIONS #13009900			SPEECH COMMUNICATION	
1015.N000.X	HUMANITIES #03221600	0.5	HUMA 1301	HUMANITIES: PREHISTORY TO RENAISSANCE	3
1025.N000.X	HUMANITIES #03221610	0.5	HUMA 1302	HUMANITIES: PREHISTORY TO RENAISSANCE	3

MATHEMATICS					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
3002.N000.X	ALGEBRA II #03100600	1.0	MATH 1314	COLLEGE ALGEBRA	3
3011.N011.X	INDEPENDENT STUDY IN MATH 1ST TIME #03102500	1.0	MATH 1314	COLLEGE ALGEBRA	3
3011.N001.X*	INDEPENDENT STUDY IN MATH 1ST TIME #03102500	1.0	MATH 1342	ELEMENTARY STATISTICS	3
for	INDEPENDENT STUDY IN MATH 1ST TIME #03102500	1.0	MATH 1414	COLLEGE ALGEBRA FOR PRECALCULUS	4
3011.N002.X*	INDEPENDENT STUDY IN MATH 1ST TIME #03102500	1.0	MATH 2413	CALCULUS I	4
3006.N000.X*	ADVANCED QUANTITATIVE REASONING #03102510	1.0	MATH 1332	CONTEMPORARY MATH	3
3004.N000.X	PRECALCULUS #03101100	1.0	MATH 2412	PRECALCULUS	4

*Prerequisites: A satisfactory score on the ACC Mathematics Assessments Test prior to enrollment, completion of Algebra II, and completion of TSI requirements in mathematics.
**Math 1414 is an ACC prerequisite for Math 2412. In addition, it should be noted that Math 1414 is a more rigorous course. Counselors need to ensure students have the skills needed to be successful before enrolling in Math 1414.

PTECH STUDENTS 4TH YEAR MATH CREDIT					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
3011.N000.Y	INDEPENDENT STUDY IN MATH #03102500	1.0	MATH 1350 & MATH 1351	MATH, MIDDLE GRADE TEACHER CERT I MATH, MIDDLE GRADE TEACHER CERT II	3 3

SCIENCE					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
3014.N000.X	ASTRONOMY #03060100	1.0	ASTR 1303	STELLAR ASTRONOMY	3
3014.N001.X	ASTRONOMY #03060100	1.0	ASTR 1403	STELLAR ASTRONOMY W/ LAB	4
8217.N000.X	ANATOMY AND PHYSIOLOGY #13020600	1.0	BIOL 2401	ANATOMY AND PHYSIOLOGY I	4
8713.N000.X	BIOTECHNOLOGY I #13036400	1.0	BIOL 1414	INTRODUCTION TO BIOTECHNOLOGY I	4
8723.N000.X	BIOTECHNOLOGYII#13036450	1.0	BIOL 1415	INTRODUCTION TO BIOTECHNOLOGY II	4
3012.N000.X	ENVIRONMENTAL SYSTEMS #03020000	1.0	ENVR 1301	INTRO TO ENVIRONMENTAL SCIENCE	3
COMING SOON	COMING SOON	COMING SOON	ENVR 1302	ISSUES IN ENVIRONMENTAL SCIENCE	3
3030.N000.Y	PHYSICS #03050000	1.0	PHYS 1401 AND PHYS 1402	GENERAL COLLEGE PHYSICS I AND GENERAL COLLEGE PHYSICS II	4 4
Additionally, students may take one of the following two-course sequences (either ACC BIOL 1408 + 1409 or 1406 + 1407). They may not take both (that is, students may not take BIOL 1408 and 1406, etc.)					
AISD COURSE	**AISD COURSE TITLE AND PEIMS SERVICE**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**

NUMBER	ID NUMBER				
8763.N00D.X	SCIENTIFIC RESEARCH AND DESIGN 3 #13037220	0.5	BIOL 1408*	BIOLOGY FOR NON-SCIENCE MAJORS I	4
8763.N00E.X	SCIENTIFIC RESEARCH AND DESIGN 3 #13037220	0.5	BIOL 1409*	BIOLOGY FOR NON-SCIENCE MAJORS II	4
OR					
8763.N00A.X	SCIENTIFIC RESEARCH AND DESIGN 3 #13037220	0.5	BIOL 1406	CELLULAR AND MOLECULAR BIOLOGY	4
8763.N00B.X	SCIENTIFIC RESEARCH AND DESIGN 3 #13037220	0.5	BIOL 1407	STRUCTURE AND FUNCTION OF ORGANISMS	4
*Course is a Lab Course					
PTECH STUDENTS					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
3030.N00P.Y	PHYSICS #03050000	1.0	PHYS 1405 PHYS 1407	CONCEPTUAL PHYSICS I CONCEPTUAL PHYSICS II	4 4

SOCIAL STUDIES					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
4002.N000.X	UNITED STATES HISTORY #03340100	1.0	HIST 1302	U.S. HISTORY II	3
4013.N000.X	ECONOMICS/FREE ENTERPRISE #03310300	0.5	ECON 2302 OR ECON 2301	PRINCIPLES OF MICROECONOMICS OR PRINCIPLES OF MACROECONOMICS	3
4001.N000.X	U.S. GOVERNMENT #03330100	0.5	GOVT 2305	U.S. GOVERNMENT	3

SOCIAL STUDIES					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
4004.N000.X	PSYCHOLOGY #03350100	0.5	PSYC 2301	INTRODUCTION TO PSYCHOLOGY	3
4005.N000.X	SOCIOLOGY #03370100	0.5	SOCI 1301	INTRODUCTION TO SOCIOLOGY	3
4011.N000.X, 4021.N000.X, 4031.N000.X, OR 4041.N000.X	SPECIAL TOPICS IN SS #03380002	0.5	GOVT 2306	TEXAS STATE AND LOCAL GOVERNMENT	3
4011.N001.X, 4021.N001.X, 4031.N001.X, OR 4041.N001.X	SPECIAL TOPICS IN SS #03380022	0.5	HIST 1301	U.S. HISTORY I	3
4011.N002.X, 4021.N002.X, 4031.N002.X, OR 4041.N002.X	SPECIAL TOPICS IN SS #03380032	0.5	HIST 2327	MEXICAN-AMERICAN HISTORY I	3
4011.N003.X, 4021.N003.X, 4031.N003.X, OR 4041.N003.X	SPECIAL TOPICS IN SS #03380042	0.5	HIST 2381	AFRICAN-AMERICAN HISTORY I	3

FINE ARTS					
COURSES THAT MAY COUNT AS A HIGH SCHOOL FINE ARTS ELECTIVE CREDIT					
These courses will not satisfy the 1.0 fine arts credit required for graduation (See AISD Art Prerequisites).					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
5031.N000.X*	DRAWING I #03500500	1.0	ARTS 1316	DRAWING I	3
5032.N000.X*	DRAWING II #03501300	1.0	ARTS 1317	DRAWING II	3
5061.N000.X*	PAINTING I #03500600	1.0	ARTS 2316	PAINTING I	3
5062.N000.X*	PAINTING II #03501400	1.0	ARTS 2317	PAINTING II	3

5001.N000.X*	CERAMICS I #03500900	1.0	ARTS 2346	CERAMICS I	3
5002.N000.X*	CERAMICS II #03501800	1.0	ARTS 2347	CERAMICS II	3
5091.N000.X*	SCULPTURE I #03501000	1.0	ARTS 2326	SCULPTURE I	3
5092.N000.X*	SCULPTURE II #03501800	1.0	ARTS 2327	SCULPTURE II	3
5071.N000.X*	PHOTOGRAPHY I #03501200	1.0	ARTS 2356	PHOTOGRAPHY I	3
Completion of AISD Fine Arts prerequisites is required prior to taking these courses.					
COURSES THAT MAY COUNT AS THE 1.0 FINE ARTS CREDIT REQUIRED FOR GRADUATION					
5611.N000.X	THEATRE I #03250100	1.0	DRAM 1310	THEATRE APPRECIATION	3
5094.N000.X	ART I #03500110	1.0	ARTS 1301	ART APPRECIATION	3

LANGUAGES OTHER THAN ENGLISH					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
2018.N000.X	AMERICAN SIGN LANGUAGE, LEVEL I #03980100	1.0	SGNL 1401	AMERICAN SIGN LANGUAGE (ASL) I	4
2001.N000.X	ARABIC, LEVEL I #03110100	1.0	ARAB 1411	ARABIC I	4
2017.N000.X	CHINESE, LEVEL I #03490100	1.0	CHIN 1411	CHINESE I	4
2012.N000.X	FRENCH, LEVEL I #03410100	1.0	FREN 1411	FRENCH I	4
2013.N000.X	GERMAN, LEVEL I #03420100	1.0	GERM 1411	GERMAN I	4
2010.N000.X	JAPANESE, LEVEL I #03120100	1.0	JAPN 1411	JAPANESE I	4
2014.N000.X	LATIN, LEVEL I #03430100	1.0	LATI 1411	LATIN I	4
2016.N000.X	RUSSIAN, LEVEL I	1.0	RUSS 1411	RUSSIAN I	4

	#03450100				
2015.N000.X	SPANISH, LEVEL I #03440100	1.0	SPAN 1411	SPANISH I	4
2115.N000.X	KOREAN, LEVEL 1 #11402900	1.0	KORE 1411	KOREAN I	4
2011.N000.X	ITALIAN, LEVEL 1 #03400100	1.0	ITAL 1411	ITALIAN I	4
2028.N000.X	AMERICAN SIGN LANGUAGE, LEVEL II #03980200	1.0	SGNL 1402	AMERICAN SIGN LANGUAGE (ASL) II	4
2002.N000.X	ARABIC, LEVEL II #03110200	1.0	ARAB 1412	ARABIC II	4
2027.N000.X	CHINESE, LEVEL II #0349020	1.0	CHIN 1412	CHINESE II	4
2022.N000.X	FRENCH, LEVEL II #03410200	1.0	FREN 1412	FRENCH II	4
2023.N000.X	GERMAN, LEVEL II #03420200	1.0	GERM 1412	GERMAN II	4
2020.N000.X	JAPANESE, LEVEL II #03120200	1.0	JAPN 1412	JAPANESE II	4
2024.N000.X	LATIN, LEVEL II #03430200	1.0	LATI 1412	LATIN II	4
2026.N000.X	RUSSIAN, LEVEL II #03450200	1.0	RUSS 1412	RUSSIAN II	4
2025.N000.X	SPANISH, LEVEL II #03440200	1.0	SPAN 1412	SPANISH II	4
2125.N000.X	KOREAN, LEVEL II #11403000	1.0	KORE 1412	KOREAN II	4
2021.N000.X	ITALIAN, LEVEL II #03400200	1.0	ITAL 1412	ITALIAN II	4
2038.N000.X	AMERICAN SIGN LANGUAGE, LEVEL III #03980300	1.0	SGNL 2301	AMERICAN SIGN LANGUAGE (ASL) III	3
2003.N000.X	ARABIC, LEVEL III #03110300	1.0	ARAB 2311	ARABIC III	3

AISD COURSE NUMBER	AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER	AISD CREDIT	ACC COURSE NUMBER	ACC COURSE TITLE	ACC HOURS
2037.N000.X	CHINESE, LEVEL III #03490300	1.0	CHIN 2311	CHINESE III	3
2032.N000.X	FRENCH, LEVEL III #03410300	1.0	FREN 2311	FRENCH III	3
2033.N000.X	GERMAN, LEVEL III #03420300	1.0	GERM 2311	GERMAN III	3
2030.N000.X	JAPANESE, LEVEL III #03120300	1.0	JAPN 2311	JAPANESE III	3
2034.N000.X	LATIN, LEVEL III #03430300	1.0	LATI 2311	LATIN III	3
2036.N000.X	RUSSIAN, LEVEL III #03450300	1.0	RUSS 2311	RUSSIAN III	3
2035.N000.X	SPANISH, LEVEL III #03440300	1.0	SPAN 2311	SPANISH III	3
2135.N000.X	KOREAN, LEVEL III #11403100	1.0	KORE 2311	KOREAN III	3
2031.N000.X	ITALIAN, LEVEL III #03400300	1.0	ITAL 2311	ITALIAN III	3
2048.N000.X	AMERICAN SIGN LANGUAGE, LEVEL IV #03980400	1.0	SGNL 2302	AMERICAN SIGN LANGUAGE (ASL) IV	3

COMPUTER COURSES					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8610.N000.X	FOUNDATIONS OF BUSINESS COMMUNICATION & TECHNOLOGIES #13011400	1.0	COSC 1301	INTRODUCTION TO COMPUTING	3
7010.N000.X	COMPUTER SCIENCE #03580200	1.0	COSC 1315/ COSC 1436	FUNDAMENTALS OF PROGRAMMING	3

COSMETOLOGY DUAL CREDIT COURSES - LAMAR STATE COLLEGE ORANGE (LSCO)					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**LSCO COURSE NUMBER**	**LSCO COURSE TITLE**	**LSCO HOURS**
8707.N00A.X	Introduction to Cosmetology	0.5	CSME 1401	Orientation to Cosmetology	4
8707.N00B.X	Introduction to Cosmetology	0.5	CSME 1405	Fundamentals of Cosmetology	4
8712.N00A.X	Cosmetology I/Cosmetology I Lab	1.5	CSME 1410 (S)	introduction to Haircutting and Related Theory	4
8712.N00B.X	Cosmetology I/Cosmetology I Lab	1.5	CSME 1442 (S)	Principles of Nail and Skin Care Technology	4
8722.N00A.X	Cosmetology II/Cosmetology II Lab	1	CSME 2401 (F)	The Principles of Hair Coloring and Related Theory	4
8722.N00B.X	Cosmetology II/Cosmetology II Lab	1	CSME 2439 (F)	Advanced Hair Design	5
8722.N00C.X	Cosmetology II/Cosmetology II Lab	1	CSME 2436 (S)	Advanced Cosmetology Techniques	4
8721.N000.X	Cosmetology II	1	CSME 2541 (S)	Preparation for the State Licensing Exam	4

CAREER AND TECHNICAL EDUCATION COURSES					
Please check with your counselor as some of these courses may not be available.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8350.N00A.X	PRACTICUM IN AG II EXT #13002515	1.0	WLDG 1428	INTRO TO SHIELDED ARC WELDING	4
8350.N00B.X	PRACTICUM IN AG II EXT #13002515	1.0	WLDG 1430	INTRO TO GAS METAL & FLUX CORED ARC WELDING (GMAW)	4
8350.N00C.X	PRACTICUM IN AG II EXT #13002515	1.0	WLDG 1434	INTRO TO GAS TUNGSTEN ARC WELDING	4
8420.N00A.X	CONSTRUCTION TECHNOLOGY II #13005200	1.0	CNBT 1411	CONSTRUCTION METHODS AND MATERIALS I	4
8420.N00B.X	CONSTRUCTION TECHNOLOGY II #13005200	1.0	CNBT 1300	RESIDENTIAL AND LIGHT COMMERCIAL BLUEPRINT READING	4

8411.N00A.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY I #13005250	1.0	CRPT 1415	CONVENTIONAL WALL SYSTEMS	4
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8411.N00B.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY I #13005250	1.0	CRPT 1411	CONVENTIONAL ROOF FINISH	4
8421.N00A.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY II #13005260	1.0	CRPT 1441	CONVENTIONAL EXTERIOR FINISH SYSTEMS	4
8421.N00B.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY II #13005260	1.0	OSHT 1305	OSHA REGULATIONS - CONSTRUCTION INDUSTRY	3
TO BE CREATED, IF NEEDED	PRACTICUM IN CONSTRUCTION TECHNOLOGY II EXT #13005265	1.0	CRPT 1445	CONVENTIONAL INTERIOR FINISH SYSTEMS	4
8807.N000.X	Digital MEdia #13027800	1.0	ARTC 1302	DIGITAL IMAGING I	3
TO BE CREATED, IF NEEDED	ANIMATION II #13008400	1.0	ARTC 1403	BASIC ANIMATION	4
8511.N000.X	AUDIO VIDEO PRODUCTION I #13008500	1.0	RTVB 1305	INTRO TO TELEVISION TECHNOLOGY	3
8514.N000.X	GRAPHIC DESIGN AND ILLUSTRATION I #13008800	1.0	ARTC 1305	BASIC GRAPHIC DESIGN	3
TO BE CREATED, IF NEEDED	GRAPHIC DESIGN AND ILLUSTRATION II #13008900	1.0	GRPH 1359	VECTOR GRAPHICS FOR PRODUCTION	3
TO BE CREATED, IF NEEDED	COMMERCIAL PHOTOGRAPHY I #13009100	1.0	PHTC 1311	FUNDAMENTALS OF PHOTOGRAPHY	3
8552.N000.X	DIGITAL AUDIO TECHNOLOGY II #13009960	1.0	MUSC 1327	AUDIO ENGINEERING I	3
8503.N000.X	VIDEO GAME DESIGN #13009970	1.0	GAME 1475	2D DESIGN FOR GAMES	4
8600.N000.X	PRINCIPLES OF BUSINESS BUSINESS, MARKETING & FINANCE #13011200	1.0	BUSI 1301	BUSINESS PRINCIPLES	3
8610.N000.X	FOUNDATIONS OF BUSINESS COMMUNICATION &	1.0	COSC 1301	INTRO TO COMPUTING	3

	TECHNOLOGIES #13011400				
8620.N000.X	BUSINESS COMMUNICATION & TECHNOLOGIESI #13011500	1.0	ITSW 1304	INTRO TO SPREADSHEETS	3
8603.N000.X	BUSINESS LAW #13011700	1.0	BUSI 2301	BUSINESS LAW I	3
8604.N000.X	GLOBAL BUSINESS #13011800	0.5	IBUS 1305	INTRO TO INTERNATIONAL BUSINESS AND TRADE	3
8606.N000.X	VIRTUAL BUSINESS #13012000	0.5	ITNW 1337	INTRO TO THE INTERNET	3
8607.N000.X	BUSINESS MANAGEMENT #13012100	1.0	BMGT 1327	PRINCIPLES OF MANAGEMENT	3
8641.N00A.X	PRACTICUM IN EDUCATION AND TRAINING #13014500	1.0	EDUC 1301	INTRO TO THE TEACHING PROFESSION	3
8641.N00B.X	PRACTICUM IN EDUCATION AND TRAINING #13014500	1.0	EDUC 2301	INTRODUCTION TO SPECIAL POPULATIONS	3
8112.N000.X	MONEY MATTERS #13016200	1.0	BUSG 1304	FINANCIAL LITERACY	3
8113.N000.X	BANKING AND FINANCIAL SERVICES #13016300	0.5	BUSG 1303	PRINCIPLES OF FINANCE	3
8214.N000.X	MEDICAL TERMINOLOGY #13020300	1.0	HPRS 1206	MEDICAL TERMINOLOGY	1
8211.N00A.X	PRACTICUM IN HEALTH SCIENCE I #13020500	1.0	PHRA 1301	INTRO TO PHARMACY	2
8211.N00B.X	PRACTICUM IN HEALTH SCIENCE I #13020500	1.0	PHRA 1305	DRUG CLASSIFICATION	2
8222.N00A.X	PRACTICUM IN HEALTH SCIENCE II EXT #13020515	1.0	PHRA 1313	COMMUNITY PHARMACY PRACTICE	3
8222.N00B.X	PRACTICUM IN HEALTH SCIENCE II EXT #13020515	1.0	PHRA 1349	INSTITUTIONAL PHARMACY PRACTICE	3
8222.N000.X	PRACTICUM IN HEALTH SCIENCE II EXT #13020515	1.0	PHRA 1345	COMPOUNDING STERILE PREPARATIONS AND ASEPTIC TECHNIQUE	3
8222.N010.X	PRACTICUM IN HEALTH SCIENCE II EXT #13020515	1.0	EMSP 1160	EMERGENCY MEDICAL TECHNICIAN	5
8222.N020.X	PRACTICUM IN HEALTH SCIENCE II EXT #13020515	1.0	PLAB 1323	PHLEBOTOMY	3

AISD COURSE NUMBER	AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER	AISD CREDIT	ACC COURSE NUMBER	ACC COURSE TITLE	ACC HOURS
8223.N000.X	PHARMACOLOGY #13020950	1.0	PHRA 1441	PHARMACY DRUG THERAPY AND TREATMENT	4
8224.N000.X	MATH FOR MEDICAL PROFESSIONALS #13020970	1.0	PHRA 1309	PHARMACEUTICAL MATHEMATICS I	3
TO BE CREATED, IF NEEDED	PRACTICUM IN CULINARY ARTS I #13022700	1.0	RSTO 2307	CATERING	3
TO BE CREATED, IF NEEDED	PRACTICUM IN CULINARY ARTS I #13022700	1.0	CHEF 1205	SANITATION AND SAFETY	2
TO BE CREATED, IF NEEDED	CULINARY ARTS #13022600	1.0	CHEF 1301	BASIC FOOD PREPARATION	3
TO BE CREATED, IF NEEDED	CULINARY ARTS #13022660	1.0	PSTR 1301	FUNDAMENTALS OF BAKING	3
TO BE CREATED, IF NEEDED	HOSPITALITY SERVICES #13022800	2.0	HAMG 1321	INTRO TO HOSPITALITY INDUSTRY	3
8431.N00B.X	PRACTICUM IN HOSPITALITY SERVICES I #13022000	1.0	HAMG 1313	FRONT OFFICE PROCEDURES	3
TO BE CREATED, IF NEEDED	CHILD DEVELOPMENT #13024700	1.0	CDEC 1321	THE INFANT AND TODDLER	3
8800.N000.X	PRINCIPLES OF INFORMATION TECHNOLOGY #13027200	1.0	ITSC 1309	INTEGRATED SOFTWARE APPLICATIONS I	3
8801.N000.X	COMPUTER MAINTENANCE #13027300	1.0	ITSC 1325	PERSONAL COMPUTER HARDWARE	3
8803.N000.X	NETWORKING #13027400	1.0	ITNW 1325	FUNDAMENTALS OF NETWORKING TECHNOLOGIES	3
8804.N000.X	NETWORKING / LAB #13027410	1.0	ITNW 2321	NETWORKING WITH TCP/IP	3
8820.N00A.X	COMPUTER TECHNICIAN PRACTICUM I EXT #13027505	1.0	ITSC 2339	PERSONAL COMPUTER HELP DESK	3
TO BE CREATED, IF NEEDED	EXT COMPUTER TECHNICIAN PRACTICUM I #13027505	1.0	ITSC 2335	APPLICATION PROBLEM SOLVING: SUPPORT	3
TO BE CREATED, IF NEEDED	EXT COMPUTER TECHNICIAN PRACTICUM I #13027505	1.0	ITMT 1300	IMPLEMENTING AND SUPPORTING MICROSOFT WINDOWS XP	3
8811.N00C.X	EXT COMPUTER TECHNICIAN	1.0	ITNW 1354	IMPLEMENTING AND SUPPORTING SERVERS:	3

	PRACTICUM II #13027515			WINDOW 2008	
8821.N000.X	EXT COMPUTER TECHNICIAN PRACTICUM II #13027515	1.0	ITSY 1300	FUNDAMENTAL OF INFORMATION SECURITY	3
8805.N000.X	INTERNETWORKING TECHNOLOGIES #N1302803	1.0	ITNW 2312	ROUTERS	3
7010.N00A.X	COMPUTER SCIENCE I #03580200	1.0	ITSE 1311	BEGINNING WEB PAGE PROGRAMMING	3
7010.N000.X	COMPUTER SCIENCE I #03580200	1.0	COSC 1315/1436	FUNDAMENTALS OF PROGRAMMING	3
7020.N000.X	COMPUTER SCIENCE II #03580300	1.0	COSC 1336	PROGRAMMING FUNDAMENTALS I	3
8807.N000.X	DIGITAL MEDIA #13027800	1.0	ARTC 1302	DIGITAL IMAGING I	3
7013.N001.X	WEB DESIGN #03580820	1.0	ITSE 1301	WEB DESIGN TOOLS	3
TO BE CREATED, IF NEEDED	EXT PRACTICUM IN INFORMATION TECHNOLOGY I #13028005	1.0	ITSE 2302	INTERMEDIATE WEB PROGRAMMING	3
8814.N00A.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY I #13028005	1.0	ITSE 1391	SPECIAL TOPICS IN COMPUTER PROGRAMMING	3
8814.N00B.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY I #13028005	1.0	ITSE 1359	INTRODUCTION TO SCRIPTING LANGUAGES: PYTHON	3
8814.N001.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY I #13028005	1.0	ITSC 1307	UNIX OPERATING SYSTEM PROGRAMMING	3
8823.N000.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY II #13028015	1.0	ITSE 2302	INTERMEDIATE WEB PROGRAMMING	3
TO BE CREATED, IF NEEDED	LAW ENFORCEMENT I #13029300	1.0	CRIJ 1301	INTRO TO CRIMINAL JUSTICE	3
8832.N000.X	LAW ENFORCEMENT II #13029400	1.0	CRIJ 1310	FUNDAMENTALS OF CRIMINAL LAW	3
8835.N000.X	COURT SYSTEMS AND PRACTICES #13029600	1.0	CRIJ 1306	COURT SYSTEMS AND PRACTICES	3
TO BE CREATED, IF NEEDED	CORRECTIONAL SERVICES #13029700	1.0	CRIJ 2313	CORRECTIONAL SYSTEMS AND PRACTICES	3
TO BE CREATED, IF NEEDED	FIREFIGHTER II #13030000	2.0	FIRT 1338	FIRE PROTECTION SYSTEMS	3
8660.N000.X	ENTREPRENEURSHIP #13034400	1.0	BUSG 2309	SMALL BUSINESS MANAGEMENT	3

8114.N000.X	ACCOUNTING I #13016600	1.0	ACNT 1403	INTRO TO ACCOUNTING I	4
8716.N000.X	PRINCIPLES OF APPLIED ENGINEERING #13036200	1.0	ENGR 1201	INTRODUCTION TO ENGINEERING	2
8714.N000.X	ENGINEERING DESIGN AND PRESENTATION I #13036500	1.0	DFTG 1405	TECHNICAL DRAFTING	4
TO BE CREATED, IF NEEDED	ENGINEERING DESIGN AND PRESENTATION II #13036600	1.0	DFTG 2419	INTERMEDIATE COMPUTER-AIDED DESIGN	4
8730.N00A.X	AC/DC ELECTRONICS #13036800	0.5	CETT 1403	DC CIRCUITS	4
8730.N00B.X	AC/DC ELECTRONICS #13036800	0.5	CETT 1405	AC CIRCUITS	4
8731.N000.X	SOLID STATE ELECTRONICS #13036900	1.0	CETT 1429	SOLID STATE DEVICES	4
8734.N000.X	DIGITAL ELECTRONICS #13037600	1.0	CETT 1425	DIGITAL FUNDAMENTALS	4
8911.N000.X	AUTOMOTIVE TECHNOLOGY I #13039600	2.0	AUMT 1405	INTRO TO AUTOMOTIVE TECHNOLOGY	4
8922.N000.X	AUTOMOTIVE TECHNOLOGY II / LAB #13039710	3.0	AUMT 1407	AUTOMOTIVE ELECTRICAL SYSTEMS	4
TO BE CREATED, IF NEEDED	AUTOMOTIVE TECHNOLOGY II / LAB #13039710	1.0	AUMT 1410	AUTOMOTIVE BRAKE SYSTEMS	4
TO BE CREATED, IF NEEDED	AUTOMOTIVE TECHNOLOGY II / LAB #13039710	1.0	AUMT 1416	AUTOMOTIVE SUSPENSION AND STEERING	4
TO BE CREATED, IF NEEDED	BASIC COLLISION REPAIR A #13039750	1.0	ABDR 1301	AUTO BODY REPAIR AND REPAINTING	3
TO BE CREATED, IF NEEDED	COLLISION REPAIR B #13039750	1.0	ABDR 1315	VEHICLE TRIM AND HARDWARE	3
TO BE CREATED, IF NEEDED	PAINTING AND REFINISHING/LAB #130139910	1.0	ABDR 1419	BASIC METAL REPAIR	4
TO BE CREATED, IF NEEDED	PAINTING AND REFINISHING/LAB #13039910	1.0	ABDR 1307	AUTO BODY WELDING	3
TO BE CREATED, IF NEEDED	PAINTING AND REFINISHING/LAB #13039910	1.0	ABDR 1431	BASIC REFINISHING	4
8914.N000.X	EXT PRACTICUM IN TRANSPORTATION SYSTEMS #13040455	1.0	AUMT 1419	AUTOMOTIVE ENGINE REPAIR	4
TO BE CREATED, IF NEEDED	EXT PRACTICUM IN TRANSPORTATION SYSTEMS #13040455	1.0	AUMT 1445	AUTOMOTIVE HEATING AND AIR CONDITIONING	4
TO BE CREATED, IF	EXT PRACTICUM IN	1.0	AUMT 2417	AUTOMOTIVE ENGINE	4

NEEDED	TRANSPORTATION SYSTEMS #13040455			PERFORMANCE ANALYSIS	
8002.N000.X	GENERAL EMPLOYABILITY SKILLS #N1270153	1.0	HPRS 1171	STUDENT SUCCESS FOR HEALTH PROFESSIONALS	1
8002.N001.X	GENERAL EMPLOYABILITY SKILLS #N1270153	1.0	POFT 1171	COLLEGE EXPLORATION IN VISUAL COMMUNICATION	1

PTECH PATHWAYS IN TECHNOLOGY					
AKINS ECHS- PTECH ADVANCED MANUFACTURING					
PLEASE CHECK WITH YOUR COUNSELOR AS SOME OF THESE COURSES MAY NOT BE AVAILABLE.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8619.N000.X	METAL FABRICATION AND MACHINING 1 #13032700	2	INMT-1419	MANUFACTURING PROCESSES	4
8730.N00A.X	AC/DC ELECTRONICS #13036800	0.5	CETT 1403	DC CIRCUITS	4
8714.N000.X	ENGINEERING DESIGN AND PRESENTATION I #13036500	1.0	DFTG 1405	TECHNICAL DRAFTING	4
8627.N000.X	MANUFACTURING AND ENGINEERING TECHNOLOGY II #13032950	1.0	MFGT-1404	AUTOMATED MANUFACTURING	4
8730.N00A.X	AC/DC ELECTRONICS #13036800	0.5	CETT 1403	DC CIRCUITS	4
8714.N000.X	ENGINEERING DESIGN AND PRESENTATION I #13036500	1.0	DFTG 1405	TECHNICAL DRAFTING	4
8616.N000.X	OCCUPATIONAL SAFETY AND ENVIRONMENTAL TECHNOLOGY I #N1303680	1.0	ELMT-1371	INDUSTRIAL SAFETY & NATIONAL ELECTRICAL CODING	3
8632.N000.X	PROGRAMMABLE LOGIC CONTROLLER II #N1303690	1.0	RBTC-1401	PROGRAMMABLE LOGIC CONTROLLER	4
8623.N000.X	DIVERSIFIED MANUFACTURING I #13032650	1.0	MCHN-1426	INTRODUCTION TO COMPUTER AIDED MANUFACTURING (CAM)	4
8734.N000.X	DIGITAL ELECTRONICS #1303600	1.0	CETT-1425	DIGITAL FUNDAMENTALS	4
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDE	MCHN 2438	ADVANCED COMPUTER AIDED MANUFACTURING (CAM)	4
8618.N000.X	PRACTICUM IN MANUFACTURING 1ST TIME TAKEN #13033000	2.0	PTAC-2314	PRINCIPLES OF QUALITY	3
8622.N000.X	PRACTICUM IN MANUFACTURING 2ND TIME TAKEN #13033010	2.0	INMT-1417	INDUSTRIAL AUTOMATION	4
8626.N000.X	EXTENDED PRACTICUM IN MANUFACTURING #13033005	1.0	INTC-2471	DATA ACQUISITION & MANAGEMENT	4

AKINS ECHS- PTECH REAL ESTATE					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8112.HT00.Y	MONEY MATTERS #13016200	1.0	BUSG 1304	FINANCIAL LITERACY	3
8861.N000.X	FUNDAMENTALS OF REAL ESTATE #N13011202	2.0	RELE-1406	REAL ESTATE PRINCIPLES	4
8608.N00A.X	PRACTICUM I IN BUSINESS MANAGEMENT #13012200	1.0	RELE-1219	REAL ESTATE FINANCE	2
8655.N00A.X	EXTENDED PRACTICE IN MARKETING PART A #13034805	1.0	RELE-2201	LAW OF AGENCY	2
8655.N00C.X	EXTND PRACT 1 IN MARKETING PART C #13034805	1.0	RELE-1211	LAW OF CONTRACTS	2
8653.N00A.X	ADVANCED MARKETING #13034700	1.0	MRKG-1311	PRINCIPLES OF MARKETING	3
8657.N00A.X	EXTENDED PRACT II IN MARKETING PART A #13034815	1.0	RELE-1309	REAL ESTATE LAW	3
8657.N00C.X	EXTENDED PRACT II IN MARKETING PART B #13034815	1.0	RELE-1200	REAL ESTATE CONTRACT, FORMS AND AGENCY	2
8600.N000.X	PRINCIPLES OF BUSINESS #13011200	1.0	BUSI 1301	BUSINESS PRINCIPLES	3
8652.N000.X	ADVERTISING #13034200	0.5	MRKG-2333	PRINCIPLES OF SELLING	3
8116.N000.X	FINANCIAL MATHEMATICS #13018000	1.0	RELE-1325	REAL ESTATE MATHEMATICS	3
8657.N00B.X	EXTND PRACT II IN MARKETING PART C #13034815	1.0	RELE-2367	PRACTICUM IN REAL ESTATE	3
8664.N000.X	PRACTICUM IN ENTREPRENEURSHIP #N1303425	2.0	RELE-2331	REAL ESTATE BROKERAGE	3

CROCKETT ECHS- PTECH CONSTRUCTION MANAGEMENT					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8420.N00A.X	CONSTRUCTION TECHNOLOGY II #13005200	1.0	CNBT 1411	CONSTRUCTION METHODS AND MATERIALS I	4
8420.N00B.X	CONSTRUCTION TECHNOLOGY II #13005200	1.0	CNBT 1300	RESIDENTIAL AND LIGHT COMMERCIAL BLUEPRINT READING	4
8002.N00A.X	GENERAL EMPLOYABILITY SKILLS #N1270153	1.0	POFT 1171	COLLEGE TO CAREER SUCCESS	1
8411.N00A.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY I #13005250	1.0	CRPT 1415	CONVENTIONAL WALL SYSTEMS	4
8411.N00B.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY I #13005250	1.0	CRPT 1411	CONVENTIONAL ROOF FINISH	4
8421.N00A.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY II #13005260	1.0	CRPT 1441	CONVENTIONAL EXTERIOR FINISH SYSTEMS	4
8421.N00B.X	PRACTICUM IN CONSTRUCTION TECHNOLOGY II #13005260	1.0	OSHT 1305	OSHA REGULATIONS - CONSTRUCTION INDUSTRY	3
8422.N00B.X	EXT. PRACTICUM IN CONSTRUCTION TECH #13005255	1.0	CNBT-1413	CONCRETE	4
8422.N00A.X	EXT. PRACTICUM IN CONSTRUCTION TECH #13005255	1.0	CNBT-1402	MECHANICAL, PLUMBING & ELECTRICAL SYSTEM IN CONSTRUCTION	4
8405.N00B.X	CONSTRUCTION MANAGEMENT I #13004900	1.0	CNBT-1446	CONSTRUCTION ESTIMATING I	4
8406.N00B.X	CONSTRUCTION MANAGEMENT II #13005000	1.0	CNBT-1359	PROJECT SCHEDULING	3
8405.N00A.X	CONSTRUCTION MANAGEMENT I #13004900	1.0	CNBT-2342	CONSTRUCTION MANAGEMENT I	3
8406.N00A.X	CONSTRUCTION MANAGEMENT II #13005000	1.0	CNBT-2344	CONSTRUCTION MANAGEMENT II	3

CROCKETT ECHS- PTECH GAME DESIGN AND CODING					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8610.N000.X	FOUNDATIONS OF BUSINESS COMMUNICATION & TECHNOLOGIES #13011400	1.0	COSC 1301	INTRODUCTION TO COMPUTING	3
7020.N000.X	COMPUTER SCIENCE II #03580300	1.0	COSC 1336	PROGRAMMING FUNDAMENTALS I	3
7010.N000.X	COMPUTER SCIENCE I #3580200	1.0	COSC-1436	PROGRAMMING I APPLE SWIFT CODING	4
7030.N001.X	COMPUTER SCIENCE III #03580350	1.0	COSC-1437	PROGRAMMING II APPLE SWIFT CODING	
8813.N000.X	PRACTICUM IN INFORMATION TECHNOLOGY #130280000	2.0	UXUI-1375	DESIGN IDEATION	3
8807.N00A.X	DIGITAL MEDIA #13027800	1.0	UXUI-1374	INTRODUCTION TO UX TOOLS	3
7004.N000.X	MOBILE APP DEVELOPMENT #03580390	1.0	ITSE-1393	SPECIAL TOPICS - SYSTEM ANALYSIS	3
7014.N000.X	WEB GAME DEVELOPMENT #03580830	1.0	GAME-1394	SPECIAL TOPICS IN ANIMATION, VIDEO GRAPHICS...	3

EASTSIDE ECHS- PTECH RADIO, FILM AND TELEVISION					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8807.N000.X	DIGITAL MEDIA #13027800	1.0	ARTC 1302	DIGITAL IMAGING I	3
8511.N000.X	AUDIO VIDEO PRODUCTION I #13008500	1.0	RTVB 1305	INTRO TO TELEVISION TECHNOLOGY	3
7006.N000.X	DIGITAL DESIGN & MEDIA	1.0	COMM-1335	INTRO TO RADIO,	3

EASTSIDE ECHS- PTECH RADIO, FILM AND TELEVISION					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
	PRODUCTION #03580400			TELEVISION & FILM	
COMING SOON	COMING SOON	COMING SOON	RTVB-1321	TV/VIDEO FIELD PRODUCTION	3
8522.N00A.X	AUDIO VIDEO PRODUCTION II/AUDIO VIDEO PRODUCTION II LAB #13008610	1.0	RTVB-1329	SCRIPT WRITING	3
8522.N00B.X	AUDIO VIDEO PRODUCTION II/AUDIO VIDEO PRODUCTION II LAB #13008610	1.0	RTVB-2330	FILM & VIDEO EDITING	3
8552.N001.X	DIGITAL AUDIO TECHNOLOGY II #13009960	1.0	COMM-2303	AUDIO PRODUCTION	3
8513.N00A.X	PRACTICUM IN AUDIO AND VIDEO PRODUCTION I #13008700	1.0	FLMC-1304	LIGHTING FOR FILM & VIDEO	3
8660.N001.X	ENTREPRENEURSHIP I #13011101	1.0	RTVB-2347	DIGITAL MEDIA BUSINESS MANAGEMENT	3
8513.N00B.X	PRACTICUM IN AUDIO AND VIDEO PRODUCTION I #13008700	1.0	FLMC-2310	FILM-STYLE PRODUCTION	3
7009.N000.X	DIGITAL COMMUNICATIONS IN THE 21ST CENTURY #03580610	1.0	COMM-2300	MEDIA LITERACY	3
8513.N00C.X	EXTENDED PRACTICUM IN AUDIO/VIDEO PRODUCTION #13008705	0.5	COMM-1336	VIDEO PRODUCTION I	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	RTVB-1320	TV LIGHTING OR FLMC-1331 VIDEO GRAPHICS & EFFECTS	3
8523.N00A.X	PRACTICUM IN AUDIO/VIDEO	1.0	COMM-2366	INTRODUCTION TO CINEMA	3

EASTSIDE ECHS- PTECH RADIO, FILM AND TELEVISION					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
	PRODUCTION (SECOND TIME TAKEN) #13008710 (SPLIT)				
8554.N000.X	PRACTICUM IN DIGITAL AUDIO TECHNOLOGY #N1300996	2.0	RTVB-2331	TV/VIDEO WORKSHOP II	3
8523.N00B.X	PRACTICUM IN AUDIO/VIDEO PRODUCTION (SECOND TIME TAKEN) #13008710 (SPLIT)	1.0	COMM-1337	VIDEO PRODUCTION II	3

LBJ ECHS- PTECH HEALTH SCIENCE					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8010.N000.X	APPLIED NUTRITION AND DIETETICS #N1302541	1.0	BIOL-1322	NUTRITION AND DIET THERAPY	3
8763.N00A.X	SCIENTIFIC RESEARCH AND DESIGN 3 #13037220	0.5	BIOL 1406	CELLULAR AND MOLECULAR BIOLOGY	4
8217.N000.X	ANATOMY AND PHYSIOLOGY #13020600	1.0	BIOL 2401	ANATOMY AND PHYSIOLOGY I	4
8221.N00A.X	PRACTICUM IN HEALTH SCIENCE 2ND TIME TAKEN #13020510	2.0	BIOL-2402	ANATOMY & PHYSIOLOGY II	4
8223.N00A.X	PHARMACOLOGY #13020950	1.0	HPRS-2300	PHARMACOLOGY FOR HEALTHCARE	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	CHEM-1311	GENERAL CHEMISTRY I	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	CHEM 1111	GENERAL CHEMISTRY 1 LAB	1
8218.N000.X	MEDICAL MICROBIOLOGY #13020700	1.0	BIOL-2420	MICROBIOLOGY FOR HEALTH SCIENCE	4

LBJ ECHS- PTECH BUSINESS MANAGEMENT					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8604.H000.X	GLOBAL BUSINESS #13011800	0.5	IBUS 1305	INTRO TO INTERNATIONAL BUSINESS AND TRADE	3
8600.N000.X	PRINCIPLES OF BUSINESS #13011200	1.0	BUSI 1301	BUSINESS PRINCIPLES	3
8607.N000.X	BUSINESS MANAGEMENT #13012100	1.0	BMGT 1327	PRINCIPLES OF MANAGEMENT	3
8608.N00C.X	PRACTICUM IN BUSINESS MANAGEMENT I #13012200	1.0	HPRO-2307	ORGANIZATIONAL BEHAVIOR	3
8605.N000.X	HUMAN RESOURCE MANAGEMENT #13011900	0.5	HPRO-2301	HUMAN RESOURCES MANAGEMENT	3
8114.N001.X	ACCOUNTING I #13016600	1.0	ACNT 1303	INTRO TO ACCOUNTING I	3
8610.N001.X	BUSINESS INFORMATION MANAGEMENT I - BIM #13011400	1.0	BCIS-1305	BUSINESS COMPUTER APPLICATIONS	3
8608.N00D.X	PRACTICUM IN BUSINESS MANAGEMENT I FOR LEADERSHIP #13012200	1.0	BMGT-2309	LEADERSHIP	3
8609.N000.X	PRACTICUM IN BUSINESS MANAGEMENT II #13012210	1.0	BMGT-1341	BUSINESS ETHICS	3
8620.N001.X	BUSINESS INFO MANAGEMENT 2 #13011500	1.0	BMGT 1327	PRINCIPLES OF MANAGEMENT	3
8115.N001.X	STATISTICS AND BUSINESS DECISION MAKING #13016900	1.0	BUSI-2305	BUSINESS STATISTICS	3
8662.N000.X	ENTREPRENEURSHIP II #13011102	1.0	BMGT-2310	FINANCIAL MANAGEMENT	3
8603.N000.X	BUSINESS LAW #13011700	1.0	BMGT-2301	BUSINESS LAW I	3
8116.N001.X	Financial Mathematics -- #13018000	1.0	MATH 1324	MATHEMATICS for BUSINESS & ECONOMICS	3

NAVARRO ECHS- PTECH COMPUTER SCIENCE					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8610.N000.X	FOUNDATIONS OF BUSINESS COMMUNICATION & TECHNOLOGIES #13011400	1.0	COSC 1301	INTRODUCTION TO COMPUTING	3
7020.N000.X	COMPUTER SCIENCE II #03580300	1.0	COSC 1336	PROGRAMMING FUNDAMENTALS I	3
8803.N000.X	NETWORKING #13027400	1.0	ITNW 1325	FUNDAMENTALS OF NETWORKING TECHNOLOGIES	3
8823.N001.X	EXTENDED PRACTICUM IN IT 2 #13028015	1.5	ITSE-2309	DATABASE PROGRAMMING: ORACLE	3
8814.N001.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY I #13028005	1.0	ITSC 1307	UNIX OPERATING SYSTEM PROGRAMMING	3
7030.N000.X	COMPUTER SCIENCE III #3580350	1.0	COSC-1337	PROGRAMMING FUNDAMENTALS II	3
8813.N00A.X	PRACTICUM IN IT 1 #13028000	1.0	ITSE-1345	INTRODUCTION TO ORACLE, SQL, PL/SQL	3
8818.N00A.X	PRACTICUM IN IT 2 #13028010	1.0	ITSE-2331	ADVANCED C++ PROGRAMMING	3
8818.N00B.X	PRACTICUM IN IT 2 #13028010	1.0	ITSE-2321	OBJECT ORIENTED PROGRAMMING - JAVA	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	COSC-2436	PROGRAMMING FUNDAMENTALS DATA STRUCTURES	4
8608.N00B.X	PRACTICUM IN BUSINESS MANAGEMENT #13012200	1.0	BCIS-2390	SYSTEMS ANALYSIS AND DESIGN	3
8813.N00B.X	PRACTICUM IN IT 1 #13028000	1.0	ITSE 2317	JAVA PROGRAMMING INTERMEDIATE	3
8801.N000.X	COMPUTER MAINTENANCE #13027300	1.0	ITSC 1325	PERSONAL COMPUTER HARDWARE	3
8823.N000.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY II #13028015	1.5	ITSC-2264	CIS PRACTICUM	2

NORTHEAST ECHS- PTECH CYBERSECURITY					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8610.N000.X	BUSINESS INFORMATION MANAGEMENT #13011400	1.0	COSC 1301	INTRODUCTION TO COMPUTING	3
8821.N000.X	EXT COMPUTER TECHNICIAN PRACTICUM II #13027515	1.0	ITSY 1300	FUNDAMENTAL OF INFORMATION SECURITY	3
8803.N000.X	NETWORKING #13027400	1.0	ITNW 1325	FUNDAMENTALS OF NETWORKING TECHNOLOGIES	3
7020.N000.X	COMPUTER SCIENCE II #03580300	1.0	COSC 1336	PROGRAMMING FUNDAMENTALS I	3
8801.N000.X	COMPUTER MAINTENANCE #13027300	1.0	ITSC 1325	PERSONAL COMPUTER HARDWARE	3
8804.N000.X	NETWORKING / LAB #13027410	1.0	ITNW 2321	NETWORKING WITH TCP/IP	3
8814.N001.X	EXT PRACTICUM IN INFORMATION TECHNOLOGY I #13028005	1.0	ITSC 1307	UNIX OPERATING SYSTEM PROGRAMMING	3
8811.N00C.X	EXT COMPUTER TECHNICIAN PRACTICUM II #13027515	1.0	ITNW 1354	IMPLEMENTING AND SUPPORTING SERVERS: WINDOW 2008	3
8805.N000.X	INTERNETWORKING TECHNOLOGIES I #N1302803	1.0	ITNW 2312	ROUTERS	3
8806.N000.X	INTERNETWORKING TECHNOLOGIES II #N1302804	1.0	ITSY-2300	OPERATING SECURITY SYSTEMS	2
8811.N00B.X	EX COMPUTER TECHNICIAN PRACTICUM II #1327505	1.0	ITSY 2301	FIREWALLS AND NETWORK SECURITY	3
8814.N000.X	EXT PRACTICUM IN INFORMATION TECH I #13028005	1.0	ITSY-2330	INTRUSION DETECTION: ETHICAL HACKING	3
8814.N002.X	EXT PRACTICUM IN INFORMATION TECH I #13028005	1.0	ITSY-2343	COMPUTER SYSTEM FORENSICS	3
8811.N00A.X	EX COMPUTER TECHNICIAN PRACTICUM II #1327505	1.0	ITNW-1335	INFORMATION STORAGE & MANAGEMENT: CLOUD COMPUTING	3

TRAVIS ECHS- PTECH HOSPITALITY AND TOURISM MANAGEMENT					
PLEASE CHECK WITH YOUR COUNSELOR AS THESE COURSES ARE ONLY OFFERED AT A SPECIFIC CAMPUS.					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**ACC COURSE NUMBER**	**ACC COURSE TITLE**	**ACC HOURS**
8413.HT00.Y	PRINCIPLES OF HOSPITALITY & TOURISM #13022200	1.0	HAMG-1321	INTRODUCTION TO THE HOSPITALITY INDUSTRY	3
8415.HT01.Y	CULINARY ARTS I #13022600	1.0	CHEF 1205	SANITATION AND SAFETY	2
8415.HT01.Y	CULINARY ARTS I #13022600	1.0	FDNS 1301	INTRO TO FOOD PREPARATION	3
8431.N00A.X	PRACTICUM IN HOSPITALITY SERVICES (1ST TIME) #13022900	1.0	RSTO-1325	PURCHASING AND HOSPITALITY OPERATIONS	3
8431.N00B.X	PRACTICUM IN HOSPITALITY SERVICES I #13022000	1.0	HAMG 1313	FRONT OFFICE PROCEDURES	3
8432.N00A.X	PRC HOSP SVCS 2 #13022910	1.0	HAMG - 1319	COMPUTERS IN HOSPITALITY	3
8432.N00B.X	PRACT HOSPLITY SERVICES #13022910	1.0	HAMG-1342	GUEST ROOM MANAGEMENT	3
8605.N000.X	HUMAN RESOURCES MANAGEMENT #13011900	0.5	HAMG-1324	HOSPITALITY HUMAN RESOURCES MANAGEMENT	3
8430.N000.X	HOSPITALITY SERVICES #13022800	2	HAMG-2301	PRINCIPLES OF FOOD AND BEVERAGE OPS - CATERING	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	HAMG 2307	HOSPITALITY MARKETING AND SALES	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	HAMG 2305	HOSPITALITY MANAGEMENT AND LEADERSHIP	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	HAMG 2389	HOSPITALITY ADMINISTRATION	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	RSTO 1304	DINING ROOM SERVICE	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	RSTO 1301	BEVERAGE MANAGEMENT	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	HAMG 1340	HOSPITALITY LEGAL ISSUES	3
TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	TO BE CREATED, IF NEEDED	HAMG 2332	HOSPITALITY FINANCIAL MANAGEMENT	3

UT ONRAMPS					
AISD COURSE NUMBER	**AISD COURSE TITLE AND PEIMS SERVICE ID NUMBER**	**AISD CREDIT**	**UT COURSE NUMBER**	**UT COURSE TITLE**	**UT HOURS**
1003.N100.Y	ENG 3 D/C #03220300	1.0	UT RHE 306 AND RHE 309J	RHETORIC AND WRITING FALL AND SPRING	3 3
1004.N100.Y	ENG 4 D/C #03220400	1.0	UT RHE 306 AND RHE 309J	RHETORIC AND WRITING FALL AND SPRING	3 3
3002.N100.Y	ALG 2 D/C #03100600	1.0	UT M301	COLLEGE ALGEBRA	3
3011.N100.Y	INSMTH STATS DC #03102500	1.0	UT SDS 301	ELEMENTARY STATISTICAL METHODS	3
3004.N100.Y	PRE CALC D/C #03101100	1.0	UT M 305G	DISCOVERY PRECALCULUS	3
3010.N100.Y	BIO UT ONRAMPS DC #03010200	1.0	UT BIO 311C + BIO 106M	INTRODUCTION TO BIOLOGY	4
7010.N100.Y	COMPU SCI I DC#3580200	1.0	UT CS 303E	ELEMENTS OF COMPUTER PROGRAMMING	3
3015.N100.Y	EARTH SYSTEMS SCIENCE D/C#03060150	1.0	UT GEO 302E	EARTH, WIND, AND FIRE	3
8763.N100.Y	CHEM D/C #13037220	1.0	UT CH301 + CH 104M	PRINCIPLES OF CHEMISTRY I	4
3030.N100.Y	PHYSICS D/C #03050000	1.0	UT PHY 302K AND PHY 102M	MECHANICS, HEAT, AND SOUND	4
8763.N110.Y	PHYSICS 2 D/C #13037220	1.0	UT PHY 302L	ELECTROMAGNETISM, OPTICS, AND NUCLEAR PHYSICS	3
4002.N100.X	US HISTORY D/C #03340100	1.0	UT HIS 315L	UNITED STATES HISTORY SINCE 1865	3
4011.N100.X	SPECIAL TOPICS SS #03380022	0.5	UT HIS 315K	UNITED STATES HISTORY 1492-1865	3
4013.N000.X	ECONOMICS/FREE ENTERPRISE #03310300	0.5	UT ECO 304K	ECONOMICS	3

APPENDIX C: AUSTIN ISD COURSES ARTICULATED WITH COLLEGES,UNIVERSITIES, AND INSTITUTIONS

AUSTIN ISD COURSES ARTICULATED WITH AUSTIN COMMUNITY COLLEGE

ACC does not articulate with 11th and 12th graders (with the exception of Biotechnology and Fire Academy) Career and Technical Education (CTE) courses are weighted if the teacher is approved to offer for college credit.

ACC PROGRAM AREA	AAS DEGREE (SIX-YEAR PLAN)	CERTIFICATE PROGRAM (SIX-YEAR PLAN)	ARTICULATED HIGH SCHOOL COURSES	COLLEGE COURSE EQUIVALENT NUMBER
ACCOUNTING	• ACCOUNTING SPECIALIST • ACCOUNTING TAX SPECIALIST • ACCOUNTING TECHNICIAN FULL CHARGE BOOKKEEPER	• ACCOUNTING TAX SPECIALIST ENROLLED AGENTS LEVEL 1 • ACCOUNTING TAX SPECIALIST LEVEL 1 • ACCOUNTING TECHNICIAN BOOKKEEPER LEVEL 1 • ACCOUNTING TECHNICIAN QUICKBOOKS LEVEL 1	ACCOUNTING I #13016600	ACNT 1303 INTRODUCTION TO ACCOUNTING 1
AGRICULTURAL SCIENCE	AGRICULTURAL SCIENCE	• SUSTAINABLE AGRICULTURAL	ADVANCED PLANT AND SOIL #13002100	AGCR 1304 INTRO TO SUSTAINABLE AG
ALLIED HEALTH SCIENCES	• MEDICAL ADMINISTRATIVE ASSISTANT	• MEDICAL ADMINISTRATIVE ASSISTANT LEVEL I • MEDICAL OFFICE ASSISTANT LEVEL I	MEDICAL TERMINOLOGY #13020300	HPRS 1206 MEDICAL TERMINOLOGY
A&E Computer Aided Design	• ARCHITECTURAL SPECIALIZATION CIVIL SPECIALIZATION • ELECTRONIC GRAPHICS SPECIALIZATION • INTERDISCIPLINARY SPECIALIZATION • MECHANICAL SPECIALIZATION	• ARCHITECTURAL AND ENGINEERING COMPUTER AIDED DESIGN SPECIALIZATION LEVEL I • ARCHITECTURAL CAD/BUILDING INFORMATION MODELING SPECIALIZATION LEVEL I • CIVIL CAD SPECIALIZATION LEVEL I • COMPUTER AIDED DESIGN/COMPUTER AIDED MANUFACTURING (CAD/CAM) LEVEL I • COMPUTER AIDED DESIGN FOUNDATION LEVEL I	ENGINEERING DESIGN AND PRESENTATION I #13036500 PRINCIPLES OF APPLIED ENGINEERING #13036200 PRINCIPLES OF ARCHITECTURE #13004210	DFTG 1405 TECHNICAL DRAFTING
AUTO COLLISION	• AUTO BODY COLLISION AND REFINISHING TECHNOLOGY	• AUTO BODY COLLISION REPAIR LEVEL I • AUTO BODY REFINISHING LEVEL I	BASIC COLLISION REPAIR AND REFINISHING #13039750 (REQUIRED PREREQUISITE: ENERGY, POWER & TRANSPORTATION OR AUTOMOTIVE BASICS)	ABDR 1301 AUTO BODY REPAIR & REFINISHING ABDR 1315 VEHICLE TRIM & HARDWARE
AUTOMOTIVE TECHNOLOGY	• AUTOMOTIVE TECHNOLOGY • AUTOMOTIVE TECHNOLOGY HONDA PACT SPECIALIZATION	• BASIC AUTOMOTIVE LEVEL I • AUTOMOTIVE TECHNOLOGY HONDA PACT SPECIALIZATION	AUTOMOTIVE BASICS #13039550 AUTOMOTIVE TECHNOLOGY II: MAINTENANCE AND LIGHT REPAIR #13039600 (REQUIRED PREREQUISITE:	AUMT 1405 INTRO TO AUTOMOTIVE TECHNOLOGY AUMT 1407 AUTOMOTIVE ELECTRICAL SYSTEMS

			AUTOMOTIVE BASICS)	
BIOTECHNOLOGY	• BIOTECHNOLOGY	• BIOTECHNOLOGY LEVEL I • BIOTECHNOLOGY LEVEL 2 • BIOTECHNOLOGY ADVANCED TECHNICAL CERTIFICATE	BIOTECHNOLOGY I #13036400 BIOTECHNOLOGY II #13036450	BITC 1411 INTRO TO BIOTECHNOLOGY I BITC 1402 INTRODUCTIONS TO BIOTECHNOLOGY 2
BUILDING TECHNOLOGY	• CONSTRUCTION MANAGEMENT	• CONSTRUCTION MANAGER LEVEL I CARPENTRY SPECIALIZATION LEVEL I	CONSTRUCTION TECHNOLOGY I #13005100 PRINCIPLES OF CONSTRUCTION #13004220 CONSTRUCTION TECHNOLOGY II #13005200	CNBT 1300 BLUEPRINT READING WDWK 1400 BEGINNING WOODWORKING CNBT 1411 CONSTRUCTION METHODS & MATERIALS PRINCIPLES OF CONSTRUCTION #13004220 CONSTRUCTION TECHNOLOGY II #13005200
CHILD CARE AND DEVELOPMENT	TEACHING CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT	• CDA PERPARATION LEVEL 1 • CHILD DEVELOPMENT 1	HUMAN GROWTH AND DEVELOPEMENT # 13014300	CDEC 1354 CHILD GROWTH &DEVELOPMENT
COMPUTER INFORMATION TECHNOLOGY	• COMPUTER PROGRAMMING: WEB PROGRAMMING SPECIALIZATION • INFORMATION TECHNOLOGY: APPLICATIONS SPECIALIZATION • INFORMATION TECHNOLOGY: USER AND COMPUTER SUPPORT SPECIALIZATION • LOCAL AREA NETWORK SYSTEMS- NETWORK ADMINISTRATION • LOCAL AREA NETWORK SYSTEMS- CYBER SECURITY SPECIALIZATION	• COMPUTER PROGRAMMING C++ TRACK LEVEL I • COMPUTER PROGRAMMING JAVA TRACK LEVEL I • COMPUTER PROGRAMMING: SOFTWARE TESTING LEVEL I • INFORMATION TECHNOLOGY: USER AND COMPUTER SUPPORT LEVEL I • LOCAL AREA NETWORK SYSTEMS-NETWORK ADMINISTRATION LEVEL I • WEB DEVELOPER SPECIALIST LEVEL I	PRINCIPLES OF INFORMATION TECHNOLOGY #13027200 WEB DESIGN #03580820 WEB GAME DEVELOPMENT #03580830	ITSE 1301 WEB DESIGN TOOLS ITSE 1311 BEG. WEB PAGE PROGRAMMING ITNW 1337 INTRO TO THE INTERNET ITSC 1309 INTEGRATED SOFTWARE APPLICATIONS
CRIMINAL JUSTICE	• CORRECTIONS • LAW ENFORCEMENT TEXAS PEACE OFFICER SPECIALIZATION • EMERGENCY MANAGEMENT	• TEXAS PEACE OFFICER SEQUENCE LEVEL I • ADDICTIONS COUNSELING IN THE CRIMINAL JUSTICE SYSTEM	LAW ENFORCEMENT II #13029400 (PREREQUISITE: LAW ENFORCEMENT I)	CJSA 1348 ETHICS IN CRIMINAL JUSTICE

ACC PROGRAM AREA	AAS DEGREE (SIX-YEAR PLAN)	CERTIFICATE PROGRAM (SIX-YEAR PLAN)	ARTICULATED HIGH SCHOOL COURSES	COLLEGE COURSE EQUIVALENT NUMBER
CULINARY ARTS	• CULINARY ARTS • BAKING AND PASTRY	• CULINARY ARTS LEVEL 2 • PASTRY ARTS LEVEL 2	INTRO TO CULINARY ARTS #13022500 CULINARY ARTS #13022600	IFWA 1318 NUTRITION FOR THE FOOD SERVICE PROFESSIONAL CHEF 1301 BASIC FOOD PREPARATION AND CHEF 1205 SANITATION AND SAFETY (WITH CARD) PSTR 1301 FUNDAMENTALS OF BAKING
ELECTRONICS	• ELECTRONICS TECHNICIAN SPECIALIZATION	• ELECTRONICS TECHNICIAN SPECIALIZATION LEVEL 1	AC/DC ELECTRONICS #13036800 DIGITAL ELECTRONICS #13037600	CETT 1403 DC CIRCUITS CETT 1403 DC CIRCUITS AND CETT 1405 AC CIRCUITS AND CETT 1425 DIGITAL FUNDAMENTALS
FINANCE	• FASHION MARKETING MARKETING	• NOT APPLICABLE	MONEY MATTERS #13016200 FINANCIAL MATH #1301800	BUSG 1304 FINANCIAL LITERACY
FIRE PROTECTION TECHNOLOGY	• FIRE PROTECTION TECHNOLOGY	• FIREFIGHTER LEVEL I	FIREFIGHTER II #13030000 PREREQUISITE: FIREFIGHTER I GRADUATES OF ANY TEXAS FIRE COMMISSION CERTIFIED BASIC FIREFIGHTER ACADEMY WHO SUCCESSFULLY PASS THE STATE CERTIFICATION EXAM AND COMPLETE A MINIMUM OF THREE SEMESTER HOURS FROM AUSTIN COMMUNITY COLLEGE TOWARD THE AAS DEGREE IN FIRE PROTECTION MAY BE GRATED TWELVE SEMESTER HOURS CREDIT.	FIRS 1401 FIREFIGHTER CERTIFICATION I FIRS 1407 FIREFIGHTER CERTIFICATION II FIRS 1313 FIREFIGHTER CERTIFICATION III FIRS 1319 FIREFIGHTER CERTIFICATION IV FIRS 1423 FIREFIGHTER CERTIFICATION V FIRS 1429 FIREFIGHTER CERTIFICATION VI FIRS 1433

				FIREFIGHTER CERTIFICATION VII
HOSPITALITY	• BACCALAUREATE PREP SPECIALIZATION • HOSPITALITY ENTREPRENEURSHIP • HOTEL AND RESTAURANT SPECIALIZATION	• HOSPITALITY MANAGEMENT LEVEL 1	PRINCIPLES OF HOSPITALITY & TOURISM # 13022200	HAMG 1321 INTRODUCTION TO HOSPITALITY (PTECH ONLY)
MANAGEMENT	• MANAGEMENT	• ADMINISTRATIVE MANAGEMENT LEVEL I • MANAGEMENT SPECIALTIES LEADERSHIP LEVEL I • RETAIL MANAGEMENT LEVEL I	GLOBAL BUSINESS #13011800 ENTREPRENEURSHIP # 13011101	IBUS 1305 INTERNATIONAL BUSINESS & TRADE BUSG 2309 SMALL BUSINESS MGMT.
RADIO, TELEVISION, AND FILM	• CONVERGING MEDIA PRODUCTION	• FILM/VIDEO PRODUCTION MANAGEMENT RADIO-TELEVISION-FILM FILM/VIDEO PRODUCTION RADIO-TELEVISION-FILM	AUDIO/VIDEO PRODUCTION I #13008500 DIGITAL AUDIO TECHNOLOGY 1 #13009960	RTVB 1305 INTRODUCTION TO TELEVISION TECHNOLOGY RTVB 1321 TV/VIDEO FIELD PRODUCTION
VISUAL COMMUNICATION	• GRAPHIC ARTS TECHNOLOGY SPECIALIZATION • GRAPHIC DESIGN SPECIALIZATION GAME ART SPECIALIZATION • GAME DESIGN SPECIALIZATION • MOTION GRAPHIC SPECIALIZATION	• GRAPHIC ARTS TECHNOLOGY LEVEL 2 • GRAPHIC DESIGN LEVEL 2 • MOTION GRAPHICS LEVEL 2	GRAPHIC DESIGN & ILLUSTRATION I #13008800 DIGITAL DESIGN & MEDIA PRODUCTION #03580400 GRAPHIC DESIGN & ILLUSTRATION I1 #13008900 WEB DESIGN #03580820	ARTC 1302 DIGITAL IMAGING ARTC 1313 DIGITAL PUBLISHING GRPH 1359 VECTOR GRAPHIC UXUI 1373 RESPONSIVE DESIGN
WELDING	• CODE WELDING WELDING INSPECTION ARCHITECTURAL & ORNAMENTAL METALS: BLACKSMITHING SPECIALIZATION • ARCHITECTURAL & ORNAMENTAL METALS: METAL • SCULPTURE SPECIALIZATION	• STRUCTURAL WELDING LEVEL I	AGRICULTURAL MECHANICS & METAL TECHNOLOGIES #13002200 PRACTICUM IN MANUFACTURING #1303300	WLDG 1428 INTRODUCTION TO SHIELDED METAL ARC WELDING

APPENDIX D: AUSTIN ISD COURSES UIL EXEMPT COURSES

Students in Grades 9TH through 12TH

Courses must be weighted to be considered for exempt status. Weighted courses include Advanced, Advanced Placement, International Baccalaureate, dual credit, and some CTE articulated courses, TEA-approved and district-identified courses are listed below. Courses listed below are not necessarily offered by all AISD schools.

ENGLISH/LANGUAGE ARTS

- ADVANCED ENGLISH I, II
- ENGLISH III
- ENGLISH IV
- INDEPENDENT STUDY IN ENGLISH
- INDEPENDENT STUDY IN JOURNALISM
- INDEPENDENT STUDY IN SPEECH CREATIVE WRITING
- ORAL INTERPRETATION III
- DEBATE III
- PUBLIC SPEAKING III
- HUMANITIES
- ADVANCED BROADCAST JOURNALISM
- ADVANCED JOURNALISM: YEARBOOK II AND III
- ADVANCED JOURNALISM: NEWSPAPER II AND III
- ADVANCED JOURNALISM: LITERARY MAGAZINE II AND III
- LITERARY GENRES
- RESEARCH/TECHNICAL WRITING

MATHEMATICS

- ADVANCED ALGEBRA I AND II
- ADVANCED GEOMETRY
- ADVANCED QUANTITATIVE REASONING (AQR)
- INDEPENDENT STUDY IN MATHEMATICS
- PRECALCULUS (NON-WEIGHTED AND WEIGHTED)
- NUMBER THEORY
- LINEAR ALGEBRA
- MULTIVARIABLE CALCULUS
- DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (CTE)
- DIGITAL ELECTRONICS (CTE)
- FINANCIAL MATHEMATICS (CTE)
- AP COMPUTER SCIENCE A (CTE)
- ACCOUNTING II (CTE)
- MANUFACTURING ENGINEERING TECHNOLOGY II (CTE)
- ROBOTICS II (CTE)
- MATHEMATICS FOR MEDICAL PROFESSIONAL A/S (CTE)
- IB COMPUTER SCIENCE (CTE)
- MATHEMATICAL APPLICATION IN AGRICULTURE, FOOD AND NATURAL RESOURCES (CTE)
- ENGINEERING MATHEMATICS (CTE)
- STATISTICS IN BUSINESS DECISION MAKING (CTE)

SCIENCE

- ADVANCED BIOLOGY
- ADVANCED CHEMISTRY
- ADVANCED PHYSICS
- IPC

- AQUATIC SCIENCE
- ASTRONOMY
- ADVANCED PLANT AND SOIL (CTE)
- SCIENTIFIC RESEARCH AND DESIGN (CTE)
- ANATOMY AND PHYSIOLOGY (CTE)
- PATHOPHYSIOLOGY (CTE)
- MEDICAL MICROBIOLOGY (CTE)
- ENGINEERING DESIGN AND PROBLEM SOLVING (CTE)
- BIOTECHNOLOGY II (CTE)
- FOOD SCIENCE (CTE)
- SCIENCE TECHNOLOGY
- MODERN PHYSICS
- ORGANIC CHEMISTRY
- PLANET EARTH
- SPORTS MEDICINE III
- FORENSIC SCIENCE (CTE)
- ADVANCED ANIMAL SCIENCE (CTE)
- BIOTECHNOLOGY I (CTE)
- ENGINEERING SCIENCE (CTE)
- PHYSICS FOR ENGINEERING (CTE)

SOCIAL STUDIES

- ADVANCED WORLD GEOGRAPHY
- ADVANCED WORLD HISTORY
- CONSTITUTIONAL LAW
- CONTEMPORARY ISSUES
- WORLD BELIEF SYSTEMS
- SOCIAL STUDIES ADVANCED STUDIES
- SOCIAL STUDIES RESEARCH METHODS
- SPECIAL TOPICS IN SOCIAL STUDIES

WORLD LANGUAGES (LOTE)

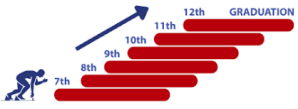
- AMERICAN SIGN LANGUAGE III AND IV
- ADVANCED CHINESE III, CHINESE IV, V, AND VI
- ADVANCED FRENCH III, FRENCH IV, V, VI, AND VII
- ADVANCED GERMAN III, ADVANCED GERMAN IV, GERMAN I, VI, AND VII
- ADVANCED JAPANESE III, JAPANESE IV, V, VI, AND VII
- ADVANCED LATIN III, LATIN IV, V, VI, AND VII
- ADVANCED SPANISH III, SPANISH IV, V, VI, AND VII SPANISH FOR SPANISH SPEAKERS III
- ARABIC III, IV, V, VI, AND VII
- VIETNAMESE III, IV, V, VI, AND VII
- KOREAN III, IV, V, VI, AND VII
- COMPUTER SCIENCE I*, II*, AND III*

*FOUNDATION HIGH SCHOOL PROGRAM RECOGNIZES COMPUTER SCIENCE AS A LANGUAGE OTHER THAN ENGLISH

Name: _____

AISD Students Graduation Recognition Tracking Sheet



Recognition	Requirements	Award
Texas Performance Acknowledgement in Bilingualism & Biliteracy	**Both** requirements must be met: ☐ GPA ≤80% in English HS courses ☐ Plus one of the following: • 3+ credits in the same World Language (LOTE) (≤80% GPA) • Proficiency in LOTE level IV or higher (≤80% GPA) • AP Language and Culture exam (score ≤3) • IB HL exam (score ≤4) • National Language Proficiency exam (≤ Intermediate High) **IMPORTANT:** Emergent Bilinguals must meet reclassification to English Proficient + Advanced High on TELPAS.	Only applied to High School • **Austin ISD transcript** (transcripted by August after the student graduated) - A digital language profile allowing you to share your language skills and credentials with potential employers, and colleges and universities.
Global Seal of Biliteracy	At least in **one** of the following proficiency exams ☐ AP Language and Culture (score ≤3) ☐ International Baccalaureat (IB) HL Exam (score ≤4) ☐ AVANT STAMP 4S exam (score ≤5 on each skill) / AVANT STAMP 2S exam (score ≤5 on each skill) ☐ ACTFL Oral Proficiency Interview (OPI): Score of Intermediate Mid or higher **IMPORTANT:** The Austin ISD FERPA letter must be signed by the student's parent/guardian before, or no later than a year after the test was taken.	Only for Middle School and High School • **Austin ISD transcript** (transcripted by August after the student graduated) - A digital language profile allowing you to share your language skills and credentials with potential employers, and colleges and universities.
Austin ISD Dual Language Seal of Biliteracy	All **four** requirements must be met: ☐ 4 Spanish DL World Language courses in HS (avg. ≤70/100) | Class I ☐ Class II ☐ Class III ☐ Class IV ☐ ☐ 4 DL core content courses in Spanish in HS (avg. ≤70/100) | Class I ☐ Class II ☐ Class III ☐ Class IV ☐ ☐ Meet ELA graduation requirements (avg. ≤70/100) ☐ Written portfolio + oral presentation (artifacts & reflections) presented at "Muestra de Proyectos"	Only applied to DL High Schools • **Certificate** • **Stole** (given at the Latino Academic Achievement Awards [LAAA]), worn at graduation)
MORE INFO	Students may begin fulfilling requirements as early as 7th grade, depending on their program of study. For further guidance, students should consult with their **academic counselor** at their campus.	

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.





THE DYSLEXIA HANDBOOK

Procedures Concerning Dyslexia and Related Disorders

2024 Update

TEXAS STATE BOARD OF EDUCATION
AUGUST 2024




Procedures Concerning Dyslexia and Related Disorders 2024 Update

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Texas Dyslexia Handbook FAQs (page 68) - A guidance document prepared by TEA

FOREWORD

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or life.

—Moats. L.C. Reading is Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do, 1999

Texas has a long history of supporting the fundamental skill of reading. This history includes a focus on early identification and intervention for children who experience reading difficulties. In support of dyslexia legislation passed by the Texas Legislature, the State Board of Education (SBOE) first approved the handbook, *Dyslexia and Related Disorders: An Overview of State and Federal Requirements* in January 1986.

The SBOE approved new guidelines called the *Revised Procedures Concerning Dyslexia and Related Disorders* in 1992, which were revised in 1998. The handbook was updated again in 2001 and was called *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.* The SBOE continued to stress the importance of using research-based strategies to prevent reading difficulties and provide appropriate instruction to struggling readers in November 2006 when *The Dyslexia Handbook Revised 2007: Procedures Concerning Dyslexia and Related Disorders* was approved. In the summer of 2010, the need arose for an update of the handbook to include new legislation and additional research.

Legislation passed in the 82nd and 83rd sessions of the Texas Legislature resulted in the need for revision of the handbook. Consequently, *The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders* was approved by the SBOE in July 2014. The version, *The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders* (*Dyslexia Handbook*) implemented statutory requirements added by the 85th Texas Legislature. The *Dyslexia Handbook* provides guidelines for school districts to follow as they identify and provide services for students with dyslexia and related disorders. Additionally, the handbook provides school districts and parents/guardians with information regarding the state's dyslexia laws and their relation to these federal laws: the Rehabilitation Act of 1973, Section 504 as amended in 2008 (Section 504), the Americans with Disabilities Amendments Act and the Individuals with Disabilities Education Act (IDEA).

The Handbook was amended again effective February 10, 2022, to clarify that evaluations for dyslexia and related disorders must go through the process required by the Individuals with Disabilities Education Act (IDEA).

The 88th regular session of the Texas Legislature, through the passage of House Bill (HB) 3928, made additional changes to how dyslexia is evaluated and identified, as well as to dyslexia instruction requirements. 19 TAC 74.28 and the handbook are being revised as a result. This handbook replaces all previous handbooks and guidelines.

In addition to The Dyslexia Handbook, information is available through the Texas State Dyslexia Coordinator, Education Service Center (ESC) Dyslexia Coordinator, the dyslexia contacts at each of the 20 ESCs, and the dyslexia helpline (1-800-232-3030).

ACKNOWLEDGMENTS

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PREFACE

In the state of Texas, students who continue to struggle with reading, despite appropriate or intensified instruction, are provided organized systems of reading support. Some students struggle during early reading acquisition while others do not struggle until the later grades, even at the postsecondary level. Here they face more complex language demands, for example reading textbooks, academic texts, and other print materials. For many struggling readers, the difficulty may be due to dyslexia. Dyslexia is found in all student populations and languages. Some students with dyslexia may be emergent bilingual (EB) who struggle with reading not only in English, but also in their native language. In Texas, evaluation for dyslexia is conducted from kindergarten through grade 12.

The purpose of The *Dyslexia Handbook* is to provide procedures for school districts, charter schools, campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia. This handbook will be used by school districts and charter schools as they develop their written procedures regarding students with dyslexia. It will also serve as a resource for educator preparation programs and other entities seeking guidance in serving students with dyslexia.

TEC (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Additionally, TEC 7.102(c)(28) charges the SBOE with approving a program for testing students with dyslexia and related disorders. HB 3928, passed during the 88th regular legislative session, requires the program, which is described in Title 19 of the Texas Administrative Code (TAC) §74.28 and this handbook, to not include a distinction between standard protocol dyslexia instruction, as this was included in the 2021 handbook version, and other types of direct dyslexia instruction, including specially designed instruction. The Individuals with Disabilities Education Act (IDEA) establishes assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA)).

The following chapters are included in this handbook:

1. Definitions and Characteristics of Dyslexia
2. Screening
3. Procedures for the Evaluation and Identification of Students with Dyslexia
4. Critical, Evidence-Based Components of Dyslexia Instruction
5. Dysgraphia

1. DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays the ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

TEC §38.003 defines dyslexia and related disorders in the following way:

> *"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.*
>
> *"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*
>
> TEC §38.003(d)(1)-(2) (1995)
> http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

The International Dyslexia Association defines "dyslexia" in the following way:

> *Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.*
>
> Adopted by the International Dyslexia Association Board of Directors, November 12, 2002

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.

Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

Characteristics and Consequences of Dyslexia
Primary reading/spelling characteristics of dyslexia are difficulties with:

- Reading words in isolation
- Accurately decoding unfamiliar words
- Oral reading (slow, inaccurate, or labored without prosody)
- Spelling

Individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

The reading/spelling characteristics are most often associated with:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)

- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Sources for Characteristics and Consequences of Dyslexia

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Evidence-Based Core Reading Instruction (Tier I)

TEC §28.0062 requires each local education agency (LEA) to provide for the use of a phonics curriculum that uses systematic direct instruction, without the incorporation of three-cueing, in kindergarten through third grade to ensure all students obtain necessary early literacy skills. LEAs must ensure that all kindergarten, first, second, and third grade teachers attend a teacher literacy achievement academy to increase teacher knowledge and implementation of the science of teaching reading. Additionally, LEAs must certify to the agency that they prioritize placement of highly effective teachers in kindergarten through second grade and have integrated reading instruments used to diagnose reading development and comprehension to support each student in prekindergarten through third grade. **Schools must ensure that all students receive explicit systematic Tier 1 reading** instruction.

Connecting Research and Practice

Research in understanding dyslexia as a neurodevelopmental disorder is ongoing. Future research will assist in learning more about the phonological awareness deficit and how this deficit interacts with other risk factors related to dyslexia. Research is now also focusing on the developmental cause of neural abnormalities and how these predict treatment response.

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Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn't enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading

- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible.

Associated Academic Difficulties and Other Conditions

The behaviors in the previous sections represent common difficulties that students with dyslexia may exhibit. In addition, students with dyslexia may have problems in written expression, reading comprehension, and mathematics as well as other complicating conditions and/or behaviors.

Besides academic struggles, some students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders (Snowling & Stackhouse, 2006, pp. 8–9). Some, though not all, students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem. In such instances, appropriate instructional/referral services need to be provided to ensure each student's needs are met.

These additional conditions can have a significant impact on the effectiveness of instruction provided to students with dyslexia. Motivation, in particular, has been shown to be critical to the success or failure of instructional practices. Regarding motivation, Torgesen states (as cited in Sedita, 2011), "even technically sound instructional techniques are unlikely to succeed unless we can ensure that, most of the time, students are engaged and motivated to understand what they read" (p. 532). Acknowledging that students with dyslexia must exert extra effort to meet grade-level expectations, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia. ADHD or symptoms of anxiety, anger, depression, or low self-esteem may lower a student's engagement in learning. Educators and parents should provide students with affirmation and an environment that fosters engagement and success.

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Sources for Associated Academic Difficulties and Other Conditions

Gooch, D., Snowling, M., & Hulme, C. (2011). Time perception, phonological skills, and executive function in children with dyslexia and/or ADHD symptoms. *The Journal of Child Psychology and Psychiatry, 52*(2), 195–203.

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Klassen, A. F., Miller, A., & Fine, S. (2004). Health-related quality of life in children and adolescents who have a diagnosis of attention-deficit/hyperactivity disorder. *Pediatrics*, *114*(5), 541-547.

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2. SCREENING

Overview of Chapter 2

The purpose of Chapter 2 is to further clarify the following topics related to screening for dyslexia: the definition of universal screening, administration of screening instruments, interpretation of screening results, and best practices for ongoing monitoring.

Part A of Chapter 2 will cover the definition of universal screening as well as the local, state, and federal requirements related to dyslexia and related disorders, including the Child Find requirement imposed under the Individuals with Disabilities Education Act (IDEA).

Part B will address the administration of the required screening instruments for kindergarten and grade 1 students.

Part C will cover how the interpretation of the screening results affect the decisions that the school will make to determine when a student is at risk for reading difficulties, including dyslexia and related disorders.

Part D will address ongoing monitoring of students throughout their academic careers.

Part A: Universal Screening and State and Federal Requirements

The Importance of Early Screening

> *If the persistent achievement gap between dyslexic and typical readers is to be narrowed, or even closed, reading interventions must be implemented early, when children are still developing the basic foundation for reading acquisition. The persistent achievement gap poses serious consequences for dyslexic readers, including lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lowered college attainment. Implementing effective reading programs early, even in preschool and kindergarten, offers the potential to reduce and perhaps even close the achievement gap between dyslexic and typical readers and bring their trajectories closer over time.*
>
> —Ferrer, et al., Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence, 2015

The early identification of students with dyslexia along with corresponding early intervention programs for these students will have significant implications for their future academic success. In the book *Straight Talk about Reading*, Hall and Moats (1999) state the following: early identification is critical because the earlier the intervention, the easier it is to remediate; inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy; and, if intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75 percent (pp. 279-280).

Research continues to support the need for early identification and assessment (Birsh, 2018; Sousa, 2005; Nevills & Wolfe, 2009). The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009). Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills (Sousa, 2005). Additionally, Eden (2015) points out that "when appropriate intervention is applied early, it is not only more effective in younger children, but also increases the chances of sparing a child from the negative secondary consequences associated with reading failure, such as decline in self-confidence and depression."

Keeping the above information in mind, it is essential to screen students for dyslexia and related disorders early in their academic careers.

State Requirements

In 2017, the 85th Texas Legislature passed HB 1886, amending TEC §38.003, Screening and Treatment for Dyslexia to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

In response to the screening requirements of HB 1886, the SBOE amended its rule in 19 TAC §74.28, Students with Dyslexia and Related Disorders. While this rule speaks primarily to evaluation and identification of a student with dyslexia or related disorders, it also requires that evaluations only be conducted by appropriately trained and qualified individuals. Guidelines regarding the required screening for kindergarten and first-grade students are discussed in Part B of this chapter.

A related state law adds an additional layer to screening requirements for public school students. TEC §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law requires each school district to administer to kindergarten students a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The commissioner must adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. Districts are permitted to use reading instruments other than those adopted by the commissioner for first, second, and seventh grades only when a district-level committee adopts these additional instruments. TEC §28.006(d) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student.

Further, a school district is required to notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

Are the dyslexia screening under TEC §38.003 and the early reading diagnosis under TEC §28.006 the same?

School districts must meet the requirements of TEC §28.006 and §38.003, both of which deal, at least in part, with early screening for dyslexia. ***Should a district wish to use a single instrument to meet the requirements of both TEC §28.006 and §38.003, the district may, but is not required to do so.***

It is important to note that TEC §38.003 applies only to the screening of kindergarten and first-grade students for dyslexia and related disorders, whereas TEC §28.006 addresses general reading diagnoses for students in kindergarten and grades 1, 2, and 7. Districts that decide to use one instrument to meet the requirements of both the dyslexia screening and the early reading diagnosis for kindergarten and grade 1 must also continue to administer reading instruments to all second-grade students and to students in grade 7 who did not demonstrate proficiency on the state reading assessment for sixth grade.

The approved reading Instruments on the current list meet the requirements of TEC §28.006 and are available on the Texas Education Agency (TEA) website at https://tea.texas.gov/academics/early-childhood-education/early-learning-assessments/data-tool-selection-guidance. The approved reading instruments include the required elements of a dyslexia screener. These instruments will meet the requirements of both the early reading diagnosis under TEC §28.006 and the dyslexia screening under TEC §38.003. This allows districts and charter schools to use an instrument from the approved list to satisfy both requirements should they choose to do so.

Should it be determined that funds are not available for the early reading instruments under TEC §28.006, districts are not required to notify parents/guardians of or implement the accelerated reading program. However, districts and charter schools **must** screen all students in kindergarten and grade 1 for dyslexia and

related disorders regardless of the availability of funding.

While this chapter primarily addresses the screening required under TEC §38.003 for kindergarten and grade 1, the screening and ongoing monitoring of *all students* should be done regularly according to district, state, and federal laws and procedures.

Federal Requirements – Child Find

In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as Child Find. Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA.

Another federal law that applies to students with disabilities in public school is Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504. Under Section 504, public schools must annually attempt to identify and locate every qualified student with a disability residing in its jurisdiction and notify them and/or their parents of the requirements of Section 504.

Dyslexia Screening

Universal Screening

For purposes of this chapter, screening is defined as a universal measure administered to **all** students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

Timing of Screening

TEC §38.003 mandates that kindergarten students be screened at the end of the school year. In scheduling the kindergarten screener, districts and charter schools should consider the questions in Figure 2.1 below.

Figure 2.1. Considerations for Local Scheduling of Dyslexia Screening

- Has adequate time for instruction been provided during the school year?
- Has adequate time been provided to compile data prior to the end of the school year?
- How will the timing of the administration of the screener fit in with the timing of other required assessments?
- Has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk for dyslexia or other reading difficulties?
- Has adequate time been provided for educators to offer appropriate interventions to the student?
- Has sufficient time been provided for decision making regarding next steps in the screening process?

TEC §38.003 does not explicitly state when first grade students must be screened. The SBOE, through approval of the rule which requires adherence to this handbook (19 TAC §74.28), has determined that students in first grade must be screened as close to the middle of the school year as possible, but must conclude **no later than January 31 of each year**.

The timing of the grade 1 screening is designed to ensure that students are appropriately screened, and if necessary, evaluated further so that reading difficulties can be addressed in a timely manner. Because

kindergarten is not mandatory in the State of Texas, some students will not have been enrolled in kindergarten and will therefore not have been screened prior to the first grade. Waiting too long in the first-grade year would delay critical early intervention for students at risk for dyslexia or reading difficulties. Screening of first grade students close to the middle of the school year will ensure that sufficient time is provided for data gathering, evaluation, early intervention, etc., to meet the needs of students. Conducting the grade 1 screening close to the middle of the school year will allow districts and charter schools to complete the evaluation process with enough time for interventions to be provided to the student prior to the end of first grade.

Other Related Disorders

It is important to note that, while TEC §38.003 requires that all students in kindergarten and grade 1 be screened for dyslexia and related disorders, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. For more information, please see Chapter 5: Dysgraphia.

Local District Requirements

Each district may have additional policies and procedures in place regarding screening and evaluating students for dyslexia and related disorders. Refer to your district's website or administrative office for more information on local policies or search for information specific to your school district or charter school by accessing the *Legal Framework for the Child-Centered Special Education Process* at http://framework.esc18.net/.

Part B: Kindergarten-Grade 1 Universal Screening: Administration

> *Dyslexia screening is a tool for identifying children who are at risk for this learning disability, particularly in preschool, kindergarten, or first grade. This means that the screening does not "diagnose" dyslexia. Rather, it identifies "predictor variables" that raise red flags, so parents and teachers can intervene early and effectively.*
>
> —Richard Selznick, *Dyslexia Screening: Essential Concepts for Schools and Parents*, 2015

The importance of early interventions for students with reading difficulties cannot be overstated. In order for early interventions to be provided, a student must first be identified as at risk for dyslexia or another reading difficulty. While educators once delayed identification of reading difficulties until the middle elementary grades, recent research has encouraged the identification of children at risk for dyslexia and reading difficulties "prior to, or at the very least, the beginning of formal reading instruction" (Catts, 2017).

The requirement in TEC §38.003 that all kindergarten and first grade students be screened for dyslexia and related disorders is aligned with this shift to identify students at risk for dyslexia and reading difficulties when they are just beginning their formal education. Universal screeners generally measure reading or literacy-related skills such as sound-symbol recognition, letter knowledge, phonological awareness, and other skills. The International Dyslexia Association (2017) describes screening instruments as follows.

> *Screening measures, by definition, are typically brief assessments of a skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students.*
>
> —International Dyslexia Association, *Universal Screening: K-2 Reading*, 2017

Screening Instruments

While screening instruments can measure the skills and abilities of students at different grade levels, this section is dedicated to a discussion of instruments that may meet the dyslexia screening requirement for kindergarten and first grade students. As previously mentioned, at the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia and the other identified related disorders. As a result, the focus of this section is on screening instruments for dyslexia and reading difficulties.

It is important that screening instruments be accurate and comprehensive; however, they need not be as comprehensive as an extensive individualized evaluation. With this in mind, various types of instruments that meet the criteria below could be used to screen for dyslexia.

In developing the criteria for the kindergarten and grade 1 screening instruments for dyslexia and other reading difficulties, it was important to differentiate between the skills and behaviors appropriate at each grade level. Additionally, with a sizable EB student population in Texas, it was essential that Spanish language screening instruments be addressed. Therefore, criteria for both English and Spanish speakers are included.

Screener Criteria

Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in Figure 2.2 below.

Figure 2.2. Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
• Letter Sounds Knowledge or Letter Naming Fluency • Phonological Awareness	• Word Reading Accuracy or Fluency • Phonological Awareness

While the selected screening instrument will be expected to measure each of the skills identified above, it is important that individuals who administer the screening instrument document student behaviors observed during the administration of the instrument. A list of behaviors that may be observed during the administration of the screening and which should be documented are included in Figure 2.3 below.

Figure 2.3. Student Behaviors Observed During Screening

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

Other Criteria

In addition to the measures of the skills identified in Figure 2.2 above, other criteria should be considered when selecting a screening instrument. Approved screening instruments must take only a brief time to administer and be cost effective. They must have established validity and reliability and standards. They must also include distinct indicators identifying students as either not at risk or at risk for dyslexia or reading difficulties. Screening instruments must also provide standardized directions for administration as well as clear guidance for the administrator regarding scoring and interpretation of indicators/results. Additionally, each screening instrument must include adequate training for educators on how to administer the instrument and interpret results.

Selecting an Appropriate Screening Instrument

Screening instruments must include a measure for each of the skills noted above. The commissioner of education is expected to periodically issue a request for English and Spanish reading instruments that meet the established criteria. Instruments that meet each of the criteria will be included on the Commissioner's List of Reading Instruments. In determining which screening instrument to use, a district or charter school must consider the primary language of the student and other factors as determined by the local district or school.

Administration of Screening Instruments

Who May Administer the Dyslexia Screener

A district or charter school must ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument. Please note that an educational aide is not eligible to administer or interpret the dyslexia screening instrument.

Individuals who administer and interpret the screening instrument must, at minimum, meet the following qualifications:
• An individual who is certified/licensed in dyslexia; or • A classroom teacher who holds a valid certification for kindergarten and grade 1.

For a list of current certifications for kindergarten and grade 1, see the State Board for Educator Certification Teacher Assignment Chart at https://tea.texas.gov/Texas_Educators/Certification/.

BEST PRACTICE: Whenever possible, the student's current classroom teacher should administer the screening instrument for dyslexia and reading difficulties.

For an open enrollment charter school that is not required to have a certified teacher in kindergarten or grade 1, the teacher of record should administer the screener unless an individual who is certified/licensed in dyslexia is available.

Training

The individual who administers and interprets the screening instrument must receive training designed specifically for the selected instrument in characteristics of dyslexia and other reading difficulties and interpretation of screening results and at-risk indicators and decisions regarding placement/services.

When to Administer the Dyslexia/Reading Screener

Districts and charter schools must implement a screening program that includes each of the following:
• Screening of **each** student in kindergarten at the end of the school year • Screening of **each** student in the first grade as close to the middle of the school year as possible, but no later than January 31

For more information on considerations regarding the scheduling of the mandated dyslexia screening, please refer to Part A, Dyslexia Screening, on p. 12.

Part C—Kindergarten-Grade 1 Universal Screening: Interpretation

The importance of early intervention cannot be overstated. Intervening early, before difficulties become intractable, offers the best hope for successful outcomes and prevention of long-term deficits. The purpose of screening is to help identify, as early as possible, the students at risk for dyslexia or other reading difficulties so that targeted intervention can be provided. Screening alone will never improve outcomes for students. The screening must lead to effective instruction for it to be useful. Therefore, once the screening has been

administered the next steps are to analyze results, identify level of risk for each student, and make informed decisions. The next steps are broadly categorized as: refer for evaluation, implement targeted intervention, and/or continue with core instruction.

There are several important factors to consider when interpreting screening results. First, it is important to remember that there is no definitive test score that invariably identifies dyslexia. Dyslexia is a neurobiological disorder that exists along a continuum of severity. Similar to diabetes or hypertension, dyslexia is identified based on how far an individual's condition departs from the average range. This makes the identification of dyslexia more challenging than identifying other forms of disability.

Second, it is important to keep the definition and goals of screening in mind. The purpose of screening is to differentiate a smaller set of individuals who may be at risk for dyslexia. Screening, by definition, should never be the final determination of whether a student has dyslexia. Therefore, screening tools must be brief, efficient, and cost effective. Subsequent consideration of other data and information with the smaller group is then used to determine next steps. However, it is key to remember that "screening" represents the initial step in the process. Dyslexia referral and identification under IDEA must be individualized and based on multiple pieces of information, including results of the screening.

As with any evaluation, it is important that schools administer and interpret the screening instrument with fidelity. Screening tools use criterion-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. Districts and charter schools must adhere to the cut points established by the published screening instrument. LEAs cannot modify the publisher's established cut points, as these are used to determine next steps and those coded at-risk based on the publisher's established thresholds will be reported by the LEA through the Public Education Information Management System (PEIMS) for the dyslexia at-risk code.

In general, students scoring below the publisher-determined cut point are considered "at risk" for dyslexia, while those who score above the cut point are considered "not at risk" for dyslexia. However, it is important to realize that risk falls on a continuum and there will always be false positives (students who screen at risk when they are not) and false negatives (students who screen not at risk when they are). Consequently, continual progress monitoring and an ongoing review of data is important. Any student may be referred for a full individual and initial evaluation under IDEA, at any time, regardless of the results of the screening instrument.

Students falling well below the cut point have a much higher probability of being at risk for dyslexia while students scoring well above the cut point have lower probability of being at risk for dyslexia. The decision for what to do next is easiest for students whose scores fall at the extreme ends of the continuum. Students falling well above the cut point can be considered at low risk for dyslexia and are much less likely to need additional intervention or evaluation. Students scoring far below the cut point should be considered at high risk for dyslexia.

For students who are identified as at risk for dyslexia, the school should provide targeted intervention provided by the appropriate staff as determined by the district or charter school. The district or school should also continue the data collection and evaluation process outlined in Chapter 3, Procedures for the Evaluation and Identification of Students with Dyslexia. It is important to note that the use of a tiered intervention process, such as Response to Intervention or RTI, must not be used to delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia.

For students who score close to the cut point, more information will be needed to make an informed decision regarding referral for evaluation, implementation of targeted interventions with progress monitoring, or continuation of core instruction only. Data gathering will provide this additional information.

Screening Data Gathering

Both quantitative and qualitative information are critical components of the screening process. Examples of quantitative and qualitative information used in determining next steps are provided in Figure 2.4 below.

Figure 2.4. Sources and Examples of Screening Data

Quantitative Information	Qualitative Information
Results of— • Current screening instruments • Previous screening instruments • Formal and informal classroom reading assessments • Additional brief and targeted skill assessments	• Observations of student during screening (See Figure 2.3, Student Behaviors Observed During Screening) • Other observations of student progress • Teacher observations • Parent/guardian input (e.g., family history, early language skills) • Current student work samples • Work samples from earlier grade(s) • Intervention history

For students who fall close to the predetermined cut points, implementation of short-term, targeted intervention with regular progress monitoring is one way to determine if additional evaluation is needed. Teachers and administrators should also be mindful that screening for risk is an ongoing process. Decisions made based on a single-point-in-time screening instrument should always be reevaluated and altered as more information is obtained as instruction continues. See Part D of this chapter, Best Practices for Ongoing Monitoring, for additional information.

Screening data should always be shared in writing with parents. Screening data should also be used by teachers and school administrators to guide instruction at the classroom level. When large percentages of students fall below the cut point (are at risk for dyslexia), it signals a need to review instructional programming and practices and teacher training in effective and explicit reading instruction.

Interpretation of Data

A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the quantitative and qualitative results from the screening process, and can recognize characteristics of dyslexia.

The team may consist of the student's classroom teacher, provider of dyslexia instruction, reading interventionist, the individual who administered the screener, a special education teacher, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

It is important to remember that at any point in the data review process a referral for a FIIE under the IDEA may be initiated. Parents also have the right to request a FIIE at any time. Regardless of the process in place for screening and data review, whenever accumulated data indicate that a student continues to struggle with one or more of the components of reading, despite the provision of adequate instruction and intervention, the student must be referred for a full individual and initial evaluation under the IDEA.

Figure 2.5 Universal Screening and Data Review for Reading Risk

Universal Screening and Data Review for Reading Risk

In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

- ☐ Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- ☐ Kindergarten students must be screened for dyslexia at the end of the school year.
- ☐ First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- ☐ First grade students must be screened for dyslexia not later than January 31.

Does the screener show the student MAY be at risk for reading difficulties?

NO

Continue grade level, evidence-based core reading instruction. (Tier 1)

YES

Collect and review quantitative and qualitative data on the student
(See Figures 2.3 and 2.4)

Does the analysis show that the student exhibits characteristics of dyslexia?

NO

Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

YES

Seek parental consent for a Full Individual Initial Evaluation (FIIE) and follow all required procedures, including giving parents the required Overview of Special Education for Parents form, and, if the school receives consent, conduct the FIIE within 45 school days, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) meets to review the results of the FIIE.

See Figure 3.8

Part D: Best Practices for Ongoing Monitoring

Ongoing progress monitoring allows educators to assess student academic performance in order to evaluate student response to evidence-based instruction. Progress monitoring is also used to make diagnostic decisions regarding additional targeted instruction that may be necessary for the student.

While some kindergarten and first grade students may not initially appear to be at risk for dyslexia based on screening results, they may actually still be at risk. Students who have learned to compensate for lack of reading ability and twice-exceptional students are two groups who may not initially appear to be at risk for dyslexia based on the results of a screening instrument.

Compensation

Some older students may not appear at first to exhibit the characteristics of dyslexia. They may demonstrate relatively accurate, but not fluent, reading.

> *The consequence is that such dyslexic older children may appear to perform reasonably well on a test of word reading or decoding; on these tests, credit is given irrespective of how long it takes the individual to respond or if initial errors in reading are later corrected.*
>
> —Shaywitz, S.E., Morris, R., Shaywitz, B.A., The Education of Dyslexic Children from Childhood to Young Adulthood, 2008

Awareness of this developmental pattern is critically important for the diagnosis in older children, young adults, and beyond. According to Shaywitz, et al., examining reading fluency and reading rate would provide more accurate information for these students.

Twice Exceptionality

Twice-exceptional students may not initially appear to be at risk for dyslexia. Twice exceptional, or 2e, is a term used to describe students who are both intellectually gifted and learning disabled, which may include students with dyslexia. Parents and teachers may fail to notice either giftedness or dyslexia in a student as the dyslexia may mask giftedness or the giftedness may mask dyslexia.

The International Dyslexia Association's Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student Fact Sheet (2013), identifies the following common characteristics of twice-exceptional students.

- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profile
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor

For additional information on twice-exceptional students, see Chapter 4 : Critical, Evidence-Based Components of Dyslexia Instruction.

For a description of common risk factors of dyslexia that may be seen in older students, refer to Chapter 1: Definitions & Characteristics of Dyslexia.

Best Practices in Progress Monitoring

It is essential that schools continue to monitor students for common risk factors for dyslexia in second grade and beyond. In accordance with TEC §38.003(a), school districts **MUST** evaluate for dyslexia at appropriate times. If regular progress monitoring reflects a difficulty with reading, decoding, and/or reading comprehension, it is appropriate to evaluate for dyslexia and/or other learning disabilities. Schools should be aware that a student may have reached middle school or high school without ever being screened, evaluated, or identified; however, the student may have dyslexia or a related disorder. One goal of ongoing monitoring is to identify these students regardless of their grade level.

Therefore, it is important to remember that a referral for a dyslexia evaluation can be considered at any time kindergarten–high school.

Sources

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Texas Education Code, Chapter 38, §38.003, Screening and Treatment for Dyslexia. Acts 2023, 88th Leg., R.S., Ch. 542 (HB 3928), Sec. 6, eff. June 10, 2023.

3. PROCEDURES FOR THE EVALUATION AND IDENTIFICATION OF STUDENTS WITH DYSLEXIA

> *Science has moved forward at a rapid pace so that we now possess the data to reliably define dyslexia, to know its prevalence, its cognitive basis, its symptoms and remarkably, where it lives in the brain and evidence-based interventions which can turn a sad, struggling child into not only a good reader, but one who sees herself as a student with self-esteem and a fulfilling future.*
>
> —Shaywitz, S.E. Testimony Before the Committee on Science, Space, and Technology, U.S. House of Representatives, 2014

The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA).

In Texas and throughout the country, there is a focus on a Response to Intervention (RTI) or a Multi-Tiered System of Supports (MTSS) process as a vehicle for meeting the academic and behavioral needs of all students. Current federal legislation under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), calls for the use of benchmark assessments for early identification of struggling students before they fail. In fact, state law requires the use of early reading assessments that are built on substantial evidence of best practices. Carefully chosen, these assessments can give crucial information about a student's learning and can provide a basis for the tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing evaluation, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

Early intervention is further emphasized as the result of research using neuroimaging. Diehl, Frost, Mencl, and Pugh (2011) discuss the need to determine the role that deficits in phonological awareness and phonemic awareness play in reading acquisition, thus improving the methodology for early intervention. The authors note that future research will be enabled by longitudinal studies of phonology remediation using various treatments. "It will be especially important to take a multilevel analysis approach that incorporates genetics, neuroanatomy, neurochemistry, and neurocircuitry, and also to combine the strengths of the different neuroimaging techniques" (Diehl et al., 2011, p. 230). Evaluation followed by structured intervention that incorporates new scientific research must be embraced.

State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading disabilities such as dyslexia. Those professionals responsible for working with students with reading difficulties should be familiar with the legislation listed in Figure 3.1 below.

Figure 3.1. State and Federal Laws

TEC §28.006, Reading Diagnosis

This state statute requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the sixth-grade reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the school must notify the students' parents/guardians. According to TEC

§28.006(g), the school must also implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to catch up with their typically performing peers.

TEC §38.003, Screening and Treatment for Dyslexia

Texas state law requires that public school students be screened and tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and during first grade.

Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) The services offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of ESSA, which requires schools to implement comprehensive literacy instruction featuring "age- appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension" (ESSA, 2015).

Equal Education Opportunity Act (EEOA)

This civil rights law ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin; and that the neighborhood is the appropriate basis for determining public school assignments. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including EB students, regardless of their proficiency in English.

Individuals with Disabilities Education Act (IDEA)

The most recent reauthorization of this federal act is consistent with ESSA in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA that individual states may use in determining whether a student has a specific learning disability, including dyslexia.

As referenced in the 2011 letter from the Office of Special Education Programs (OSEP) to the State Directors of Special Education, states have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of the RTI process (Musgrove, 2011). For more information, please visit https://sites.ed.gov/idea/idea-files/osep-memo-11-07-response-to-intervention-rti-memo/.

The Referral Process for Dyslexia and Related Disorders

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as outlined below.

Data-Driven Meeting of Knowledgeable Persons

A team of persons with knowledge of the student, instructional practices, and instructional options meets to discuss data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data. These individuals would include the classroom teacher and other individuals who can review and analyze the student's data, such as a campus administrator, special education teacher, reading interventionist, and provider of dyslexia instruction. This team may also include the parents and/or a diagnostician familiar with testing and interpreting evaluation results. This team may have different names in different districts and/or campuses. For example, the team may be called a student success team, student

support team, student intervention team, or even something else. Unless the student is already served under IDEA or Section 504, this team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation.

When the Data Does Not Lead to Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or another disability included within the IDEA and a need for special education and related services, the team may decide to provide the student with additional support in the classroom or through the RTI/MTSS process. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

When the Data Lead to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team determines that the data does give the members reason to suspect that the student has dyslexia, a related disorder, or another disability included within the IDEA and a need for special education and related services, the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45-school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

If an LEA suspects, or has reason to suspect, a student has dyslexia and may be a child with a disability under IDEA, the LEA must provide parents with a form developed by TEA explaining rights under IDEA that may be additional to rights under Section 504; comply with all federal and state requirements, including this handbook, regarding any evaluation; and if the student is to be evaluated for dyslexia, evaluate the student in all other areas of suspected disabilities. The form can be located on the SPEDTEX website at www.spedtex.org.

Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. Once a written parent request for dyslexia evaluation has been made to the appropriate administrator, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability and must respond within 15 school days. If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter. Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, a copy of the Overview of Special Education for Parents form as mentioned above, and a copy of the *Notice of Procedural Safeguards*. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings.

When an LEA completes an FIIE, and the parent disagrees with the evaluation, the parent may request an Independent Educational Evaluation (IEE) at public expense.

Procedures for Evaluation

As discussed in Chapter 2, Child Find is a provision in the federal Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting

a full individual and initial evaluation (FIIE) under the IDEA. For detailed information regarding Child Find see https://spedsupport.tea.texas.gov/sites/default/files/2024-01/technical-assistance-child-find-and-evaluation-guide.pdf.

As discussed in Chapter 2, all public-school students are required to be screened for dyslexia while in kindergarten and first grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance; reading difficulties; poor response to supplemental, scientifically based reading instruction; teachers' input; and input from parents/guardians. The appropriate time for assessing is early in a student's school career (19 TAC §74.28). TEC §28.006, Reading Diagnosis, requires assessment of reading development and comprehension for students in kindergarten, first grade, second grade, and as applicable, seventh grade. While earlier is better, students should be recommended for evaluation for dyslexia even if the reading difficulties appear later in a student's school career.

While schools must follow federal and state guidelines, they must also develop local procedures that address the needs of their student populations. Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter 1: Definitions & Characteristics of Dyslexia

Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based.

Essential components of comprehensive literacy instruction are defined in Section 2221(b) of ESSA as explicit, systematic, and intentional instruction in the following:

- Phonological awareness
- Phonic decoding
- Vocabulary
- Language structure
- Reading fluency
- Reading comprehension

When evaluating a student for dyslexia, the collection of various data, as indicated in Figure 3.2 below, will provide information regarding factors that may be contributing to or primary to the student's struggles with reading and spelling.

Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. These cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 3.2.

Figure 3.2. Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of schoolwork
- Parent conference notes
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003
- K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible)
- 7th-grade reading instrument results as required in TEC §28.006
- State student assessment program results as described in TEC §39.023
- Observations of instruction provided to the student
- Previous evaluations
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Screening data
- Parent survey

Environmental and Socioeconomic Factors

Information regarding a child's early literacy experiences, environmental factors, and socioeconomic status must be part of the data collected throughout the data gathering process. These data support the determination that difficulties in learning are not due to cultural factors or environmental or economic disadvantage. Studies that have examined language development and the effects of home experiences on young children indicate that home experiences and socioeconomic status have dramatic effects on cumulative vocabulary development (Hart & Risley, 1995). Having data related to these factors may help in determining whether the student's struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.

Language Proficiency

Much diversity exists among EB students. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). EB students may be students served in bilingual and English as a second language (ESL) programs as well as students designated as EB whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (19 TAC §89.1220(g)-(m)) that is necessary

to consider when identifying EB students with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, involvement of the LPAC is required. Additional data sources for EB students are provided below in Figure 3.3.

Figure 3.3. Additional Data Sources for Emergent Bilingual Students

- Home Language Survey
- Designation of the student's level of language proficiency
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

Formal Evaluation

A formal evaluation is not a screening; rather, it is an individualized evaluation used to gather specific data about the student. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence that indicates dyslexia. Information collected from the parents/guardians also provides valuable insight into the student's early years of language development. This history may help explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, early language experiences, and, when warranted, academic potential to assist with determining reading, spelling, and writing abilities and difficulties.

As part of the evaluation when dyslexia is suspected, in addition to the parent and team of qualified professionals required under IDEA, the multidisciplinary team (MDT) must include at least one member with specific knowledge regarding:

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.

TEC §29.0031(b) states this member must:

(1) hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;
(2) hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Sections 7.102 and 38.003; or
(3) if a person qualified under subdivision (1) or (2) is not available, meet the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003.

This member must also sign a document describing the member's participation in the evaluation of the student.

LEAs must prioritize the individuals who meet the credentials of items (1) and (2) above when designating an individual to fill this role, as those are the statutorily required professionals. To meet the credentials of the most advanced dyslexia-related certification, the individual must have received certification or training from

the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council-(IMSLEC)- accredited training center at the teaching or therapy level. Individuals who are currently enrolled and participating in a credentialing program that will result in becoming an LDT or obtaining the most advanced dyslexia-related certification would be considered as meeting the credentials for items (1) and (2).

Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must:

- register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);
- register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; and
- document that the member has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

When TEA updates the required trainings above, the member must complete those updated trainings within one calendar year from the date the revised training was made available.

Notification and Permission

When an FIIE is recommended, parents are provided:

- Prior Written Notice (PWN)
- Notice of Procedural Safeguards
- Overview of Special Education for Parents form
- Opportunity for parent to provide written consent to evaluate

Tests and Other Evaluation Materials

When formal evaluation is recommended, the school must complete the evaluation procedures as outlined in the IDEA.

Test instruments and other evaluation materials must meet the following criteria:

- Used for the purpose for which the evaluation or measures are valid or reliable
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient
- Selected and administered to ensure that when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills
- Selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, results of informal reading inventories, classroom observations)
- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally unless it is clearly not feasible to provide or administer

Additional Considerations for EB students

A professional involved in the evaluation, interpretation of evaluation results, and identification of EB students with dyslexia must have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language: transparent (e.g., Spanish, Italian, German), syllabic (e.g., Japanese-kana), Semitic (e.g., Arabic, Hebrew), and morphosyllabic (e.g., Chinese-Kanji)
- Knowledge of the student's literacy skills in native and second languages
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret TELPAS (Texas English Language Proficiency Assessment System) results
- Knowledge of how to interpret the results of the student's oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors

Although data from previous formal testing of the student's oral language proficiency may be available, as required by TEC §29.056, additional assessment of oral language proficiency should be completed for a dyslexia evaluation due to the importance of the information for—

- consideration in relation to academic challenges,
- planning the evaluation, and
- interpreting evaluation results.

If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words and listening comprehension in the native language may be used.

Domains to Assess Specific to Dyslexia

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate, accuracy, and prosody) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition.

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes, such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134–135).

Based on the student's academic difficulties, characteristics, and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive processes may need to be assessed. Areas for evaluation are provided below in Figure 3.4.

Figure 3.4. Areas for Evaluation

Academic Skills	Cognitive Processes	Possible Additional Areas
• Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling	• Phonological/phonemic awareness • Rapid naming of symbols or objects	• Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/ reasoning • Phonological memory • Verbal working memory • Processing speed

Review and Interpretation of Data and Evaluations

The MDT, using input from the parent/guardian, completes the FIIE, which determines if the student meets the criteria for dyslexia, and, if so, explains the impact of dyslexia on the student's access and progress in the enrolled grade-level general curriculum. The next step is for the ARD committee, which includes the parent/guardian as a committee member, to determine prong 1 and prong 2, which means the student has both the identification of a qualifying disability and the need for special education and related services. Eligibility is determined by the ARD committee in accordance with federal and state law and regulations.

The ARD committee will review the FIIE and all available data to determine eligibility for special education and related services. When a student is determined to have dyslexia and the data shows a need for specially designed instruction, i.e., evidence-based dyslexia instruction, then the student meets the two prongs of special education eligibility. That is, the student has a qualifying disability – as dyslexia is an SLD under the IDEA and state law – and demonstrates a need for specially designed instruction.

To appropriately **understand** evaluation data, the MDT and ARD committee must **interpret** test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

When considering initial or continued special education eligibility for dyslexia, the ARD committee must include at least one member who has specific knowledge regarding—

- the reading process,
- dyslexia and related disorders, and
- dyslexia instruction.

TEC §29.0031(b) states this member must:

(1) hold a licensed dyslexia therapist (LDT) license under Chapter 403, Occupations Code;

(2) hold the most advanced dyslexia-related certification issued by an association recognized by the SBOE, and identified in, or substantially similar to an association identified in, the program and rules adopted under Sections 7.102 and 38.003; or

(3) if a person qualified under subdivision (1) or (2) is not available, meet the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003.

This member must also sign a document describing the member's participation in any resulting individualized education program (IEP) of the student.

LEAs must prioritize the individuals who meet the credentials of items (1) and (2) above when designating an individual to fill this role, as those are the statutorily required professionals. To meet the credentials of the most advanced dyslexia-related certification, the individual must have received certification or training from the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council-(IMSLEC)- accredited training center at the teaching or therapy level. Individuals who are currently enrolled and participating in a credentialing program that will result in becoming an LDT or obtaining the most advanced dyslexia-related certification would be considered as meeting the credentials for items (1) and (2).

Understanding the limitations of availability of the individuals who meet the credentials of items (1) and (2) above, an LEA may identify another individual to serve in this role who, within one calendar year from the date of being designated as such member, must:

- register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs);
- register and complete the TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training; and
- document that the member has training in current research- and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

When TEA updates the required trainings above, the member must complete those updated trainings within one calendar year from the date the revised training was made available.

A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

Another factor to consider when interpreting test results is the student's linguistic background. The nature of the writing system of a language impacts the reading process. Thus, the identification guideposts of dyslexia in languages other than English may differ. For example, decoding in a language with a transparent written language (e.g., Spanish, German) may not be as decisive an indicator of dyslexia as reading rate. A transparent written language has a close letter/sound correspondence (Joshi & Aaron, 2006). Students with dyslexia who have or who are being taught to read and write a transparent language may be able to decode real and nonwords adequately but demonstrate serious difficulties in reading rate with concurrent deficiencies in phonological awareness and rapid automatized naming (RAN).

Figure 3.5. Dyslexia in Transparent and Opaque Orthographies

Opaque	Transparent
Early and marked difficulty with word-level reading	Less difficulty with word-level reading
Fluency and comprehension often improve once decoding is mastered	More difficulty with fluency and comprehension

Figure 3.6. Characteristics of Dyslexia in English and Spanish

English	Spanish
Phonological awareness	Phonological awareness – may be less pronounced
Rapid naming	Rapid naming
Regular/irregular decoding	Decoding – fewer "irregular words" in Spanish
Fluency	Fluency – often a key indicator
Spelling	Spelling – may show fewer errors than in English, but still more than students that do not have dyslexia
Reading comprehension may be a weakness in both English and Spanish.	

Findings support guidance in the interpretation of phonological awareness test scores.

> *There is evidence that blending skills develop sooner than analysis skills, and that students can have good blending skills and inadequate reading development. Only when both blending and analysis skills are mastered do we see benefits for reading development.*
>
> —Kilpatrick, D.A. Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, 2015

With this in mind, when determining phonological awareness deficits, the MDT should examine subtest scores, including discreet phonological awareness skills, instead of limiting interpretation to composite scores since a deficit in even one skill will limit reading progress.

Based on the above information and guidelines, should the MDT find that the student exhibits weaknesses in reading and spelling (i.e., academic deficits in areas associated with dyslexia), the MDT will then examine all of the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning, or verbal ability yet still have difficulty with reading and spelling. The MDT reports the analysis of strengths and weaknesses within the FIIE.

Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the team with evidence for whether these difficulties are unexpected.

Dyslexia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia and the need for special education and related services. For EB students, an LPAC representative must be included on the ARD committee. The list of questions in Figure 3.7 below must be addressed by the MDT in the evaluation report to assist the ARD committee when determining eligibility, which includes that dyslexia is present and there is a need for special education and related services.

Figure 3.7. Questions to Determine the Identification of Dyslexia

- Do the data show the following characteristics of dyslexia?
  - Difficulty with accurate and/or fluent word reading
  - Poor spelling skills
  - Poor decoding ability

- Do these difficulties (typically) result from a deficit in the phonological component of language?

(Please be mindful that average phonological scores alone do not rule out dyslexia.)

- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

If, through the evaluation process, it is established that the student meets the criteria for dyslexia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dyslexia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability. Dyslexia is an SLD and should be noted as the SLD.

However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

In IDEA, dyslexia is considered one of a variety of etiological foundations for SLD. Section 34 C.F.R. §300.8(c)(10) states the following:

> *Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.*

The term *SLD* does not apply to children who have learning difficulties that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

The IDEA evaluation requirements for SLD eligibility in 34 C.F.R. §300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skills, reading fluency skills, and/or reading comprehension. However, for purposes of TEC §29.0031(a), because dyslexia is an example of and meets the definition of an SLD, dyslexia should be noted as the identified SLD and be included in the evaluation and any resulting IEP for a student.

The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia, dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under the IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms *dyslexia*, *dyscalculia*, and *dysgraphia* in the IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ideaiep-terms/

A 2018 Letter to the Administrator Addressed from the Texas Education Agency regarding the provision of services for students with dyslexia and related disorders states that any time it is suspected that a student requires special education or related services to provide appropriate reading supports and interventions, a referral for an FIIE should be initiated. The letter further states that all students who are identified with dyslexia or a related disorder *and* who require special education services because of dyslexia or a related disorder are eligible under the IDEA for special education and related services as students with a specific learning disability. For more information, please visit https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Provision_of_Servic es_for_Students_with_Dyslexia_and_Related_Disorders_-_Revised_June_6,_2018/

Once dyslexia has been identified as the IDEA-eligible disability, a determination must be made by the ARD committee regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student has both the disability and requires dyslexia instruction, which is specially designed instruction), the student's IEP must include appropriate reading instruction. Appropriate

reading instruction includes the components and delivery of dyslexia instruction discussed in Chapter 4: Critical, Evidence-Based Components of Dyslexia Instruction. If a student has previously met special education eligibility and is later identified with dyslexia, the ARD committee should include in the IEP goals that reflect the need for dyslexia instruction and determine the least restrictive environment for delivering the student's dyslexia instruction.

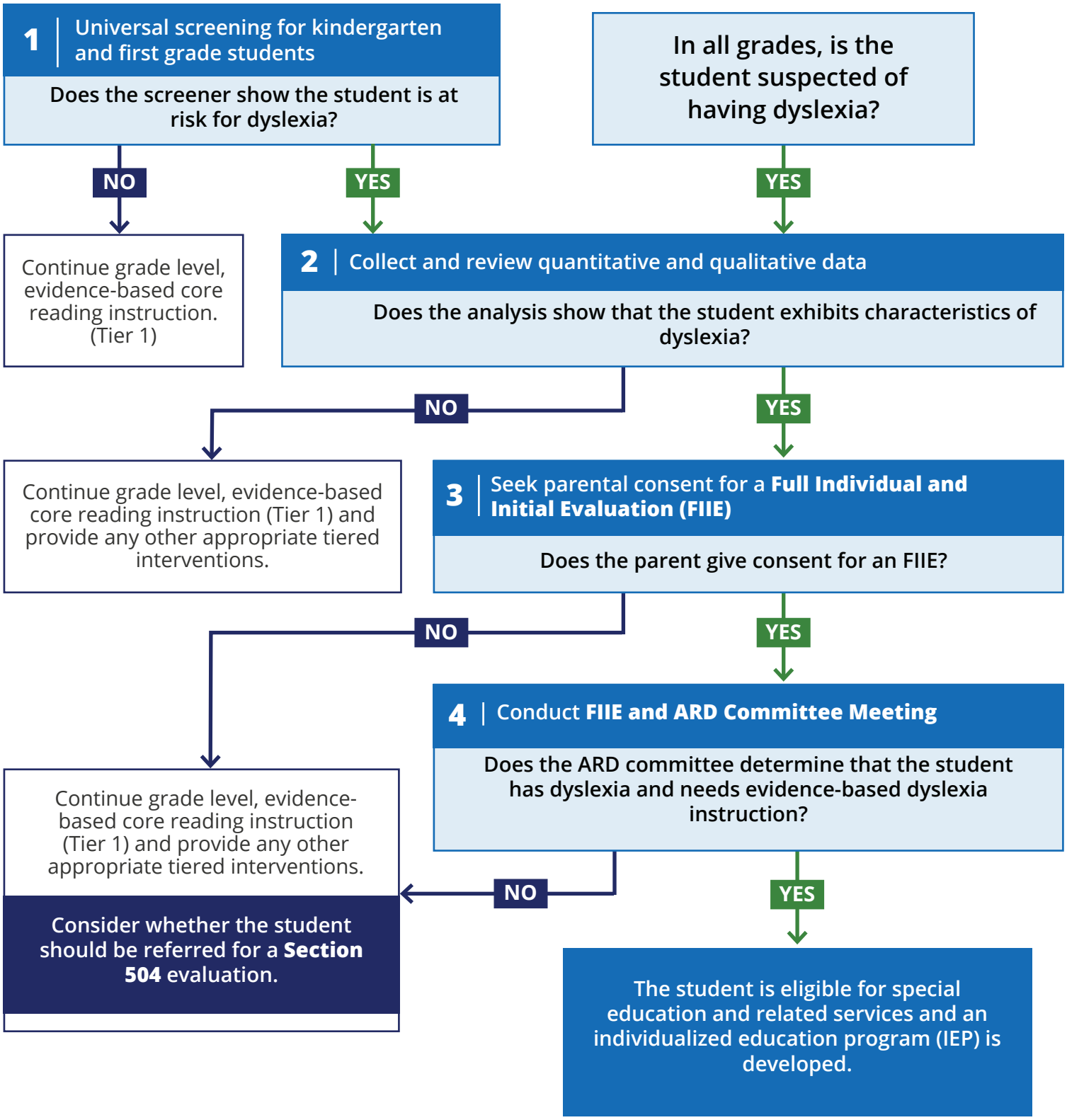
If—based on the data—the student is identified with dyslexia, but is determined by the ARD committee as not eligible for special education and related services because the student is determined to not need dyslexia instruction, (i.e., specially designed instruction) the student may be eligible to receive accommodations under Section 504.

A student who is found not eligible under the IDEA because the student is determined to not need dyslexia instruction (i.e., specially designed instruction), but who is identified with dyslexia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and determine eligibility for Section 504 as necessary.

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 Plan, which must include appropriate instructional accommodations to meet the individual needs of the student. A student identified with dyslexia and who needs dyslexia instruction would not be served under Section 504, as this is a specially designed instruction.

Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia

Pathway for the Identification and Provision of Instruction for Students with Dyslexia



Reevaluation for Dyslexia Identification and Accommodations

> *Dyslexia is a lifelong condition. However, with proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life.*
>
> —The International Dyslexia Association http://www.interdys.org/ewebeditpro5/upload/DyslexiaBasicsREVMay2012.pdf

There are many initiatives, programs, evaluations, and data available for use in identification, placement, and program planning for students, including emergent bilingual students, who struggle with dyslexia. Evaluation and ongoing progress monitoring are key components that must be considered by trained personnel.

A 2014 U.S. Department of Justice technical assistance document summarized regulations regarding testing accommodations for individuals with disabilities as follows.

> *The Americans with Disabilities Act (ADA) ensures that individuals with disabilities have the opportunity to fairly compete for and pursue such opportunities by requiring testing entities to offer exams in a manner accessible to persons with disabilities. When needed testing accommodations are provided, test-takers can demonstrate their true aptitude.*

Sources for Procedures and Evaluation for Students Identified with Dyslexia

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4. CRITICAL, EVIDENCE-BASED COMPONENTS OF DYSLEXIA INSTRUCTION

> *Although dyslexia affects individuals over the life span . . . reading skills can be increased with the right early intervention and prevention programs . . . It is clear from the consensus of scientifically based reading research that the nature of the educational intervention for individuals with reading disabilities and dyslexia is critical.* (pp. 21–22)
>
> — Birsh, J. R. Connecting Research and Practice, 2018

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact.

TEC §38.003(b) states, "in accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder." The board must also adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE to implement the program, including this handbook and guidance published by the commissioner to assist the district in implementing the program.

Evidence-Based Dyslexia Instruction

While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction and must be considered when making individual placement decisions.

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. This instruction must be explicit, systematic, and intentional in its approach. This instruction is designed to likely take place in a small group setting.

Evidence-based dyslexia instruction must be—

- evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity.

Evidence-based dyslexia programs and instruction are considered specially designed instruction (SDI) and therefore special education services, so the provision of those services must follow the IDEA requirements. This means that evidence-based dyslexia instruction is only available to students who are served under IDEA, which prescribes the legal requirements for special education and related services. LEAs must ensure that the provision of evidence-based dyslexia instruction addresses the critical, evidence-based components and methods of delivery described in this chapter.

An LEA's first consideration for every student who requires dyslexia instruction should be an evidence-based dyslexia program taught with fidelity and in accordance with all SBOE dyslexia program requirements included in this handbook. Differentiation that does not compromise the fidelity of the program, such as adjusting the amount of information or pacing of the program, may be necessary to address students' unique needs and to promote progress among students receiving dyslexia instruction. An ARD committee must only consider deviations from the program's fidelity requirements when data collection, a student's present levels

of academic achievement and functional performance (PLAAFP), and other areas of the student's IEP clearly indicate the need for more intensive or supplemental supports.

The ARD committee, when discussing how a student will access an LEA's evidence-based dyslexia program, must address the following:

- How the program addresses the required components of dyslexia instruction described in this handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented with a focus on one or more components;
- How the program addresses the required instructional delivery methods described in the handbook, and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented to meet the student's needs;
- The fidelity statements/requirements that are included with the program, and how those will be delivered and/or intensified for the student; and
- Confirm that the provider of dyslexia instruction (PDI) is fully trained in the instructional materials to implement the program and how to differentiate the program, as determined by the ARD committee.

Evidence-based dyslexia instruction is not considered to be "regular" education aids and services. Regular aids and services are things like accommodations provided to a student to assist in classroom instruction and access to instruction, such as giving extra time for assignments and allowing speech-to-text capabilities when given a writing assignment. While a Section 504 plan could be appropriate for those needs, the need for evidence-based dyslexia instruction crosses over into a special education need.

Critical, Evidence-Based Components of Dyslexia Instruction

Phonological awareness—"Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes [phonemic awareness]." (Birsh, 2018, p. 26).

Sound-symbol association—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2018, p. 26). "Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically" (Berninger & Wolf, 2009, p. 53).

Syllabication—"A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language; closed, open, vowel-consonant- e, r-controlled, vowel pair (or vowel team), and final stable syllable. Syllable division rules must be directly taught in relation to the word structure" (Birsh, 2018, p. 26).

Orthography—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound- symbol knowledge.

Morphology—"Morphology is the study of how morphemes are combined to form words. A morpheme is the smallest unit of meaning in the language" (Birsh, 2018, p. 26).

Syntax—"Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language" (Birsh, 2018, p. 26).

Reading comprehension—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific

purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2018, p.14; Snow, 2002).

Reading fluency—"Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension"(Moats & Dakin, 2008, p. 52). Fluency also includes prosody. Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

> *The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved* (p. 55).

Both the provider of dyslexia instruction and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

Simultaneous, multisensory (VAKT)—"Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 26). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

Systematic and cumulative—"Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 26)**.**

Explicit instruction—"Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

Diagnostic teaching to automaticity—"The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student"(Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).

Synthetic instruction—"Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole" (Birsh, 2018, p. 27).

Analytic instruction—"Analytic instruction presents the whole and teaches how this can be broken into its component parts" (Birsh, 2018, p. 27).

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly-structured, systematic, and explicit, and it lasts for sufficient duration. With regard to explicit instruction, Torgesen (2004) states, "Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own" (p. 353).

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

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Student Progress Reports

Any student that is provided an evidence-based reading program must have a progress report prepared and communicated to a parent specifically on the student's progress as a result of that program at least once per grading period. To the extent that an IEP goal progress report would not comply with this requirement for a student receiving special education and related services, a separate progress report should be sent to comply with TEC §29.0031(d). This includes a student receiving evidence-based dyslexia instruction through a Section 504 accommodation plan during the transition period, which ends beginning with the 2025-2026 school year.

Providers of Dyslexia Instruction

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general

education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(d) and must deliver the instruction with fidelity. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. See pages 39 – 41 for a description of these components of instruction and delivery.

A provider of dyslexia instruction:

- must be fully trained in the LEA's adopted instructional materials for students with dyslexia; and
- is not required to be certified as a special educator unless he or she is employed in a special education position that requires the certification.

The completion of a literacy achievement academy does not satisfy the requirements for being fully trained in the LEA's adopted instructional materials. However, completion of a literacy achievement academy will satisfy continuing education requirements for educators who teach students with dyslexia regarding new research and practices in educating students with dyslexia [see TEC 21.054 and 21.45552].

Although Texas does not have a certification requirement specific to teachers providing intervention to students with dyslexia, opportunities for those who provide dyslexia instruction to pursue a certification and/or license are available through several professional organizations as well as through the Texas Department of Licensing and Regulation. Certification and licensing options are outlined in Figure 4.1 below. More information concerning licensure in the State of Texas, may also be found in Texas Occupations Code, Chapter 403.

The effort to train professionals who work with students with dyslexia is also supported by The International Dyslexia Association (IDA) Position Statement: Dyslexia Treatment Programs (March, 2009), which states the following:

> *Professional practitioners, including teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties. Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of specific programs* (pp. 1–2).

Providers of dyslexia instruction must be prepared to use the techniques, tools, and strategies outlined in the previous sections of this chapter. They may also serve as trainers and consultants in dyslexia and related disorders for regular, remedial, and special education teachers.

Figure 4.1. Training Requirements for Educators Providing Dyslexia Services

Dyslexia Certification/ License	Licensing Body	Degree Required	Training Program	Course Contact Hours	Practicum Hours	Direct Observations	Certification Exam	Continuing Education Requirement
Educator certification* as appropriate	State Board for Educator Certification (SBEC)	Bachelors	Training which meets components of instruction and delivery	Varies with program	Varies with program	Varies with program	None	None
Licensed Dyslexia Therapist (LDT)	Texas Department of Licensing and Regulation (TDLR)	Masters	IMSLEC Accredited or other MSLE Program	200	700	10	yes	20 hrs/2 yrs
Licensed Dyslexia Practitioner (LDP)	Texas Department of Licensing and Regulation (TDLR)	Bachelors	IMSLEC Accredited or other MSLE	45	60	5	yes	20 hrs/2 yrs
Certified Academic Language Therapist (CALT)	Academic Language Therapy Association (ALTA)	Masters	IMSLEC Accredited or other MSLE	200	700	10	yes	10 hrs/1 yr
Certified Academic Language Practitioner (CALP)	Academic Language Therapy Association (ALTA)	Bachelors	IMSLEC Accredited or other MSLE Program	45	60	5	yes	10 hrs/1 yr
Certified Structured Literacy/Dyslexia Specialist	Center for Effective Reading Instruction (CERI)	Bachelors	IDA Accredited	135	30	3	yes	10 hrs/1 yr
Certified Structured Literacy/Dyslexia Interventionist	Center for Effective Reading Instruction (CERI)	Bachelors	IDA Accredited	90	30	3	yes	10 hrs/1 yr
Wilson Level II Certification/ Therapist	Wilson Language Training	Bachelors	IDA Accredited	200	215	11+	yes	50 hrs/5 yrs
Wilson Level I Certification/ Practitioner	Wilson Language Training	Bachelors	IDA Accredited	105	65	5+	yes	50 hrs/5 yrs
AOGPE Fellow Level	Academy of Orton- Gillingham Practitioners and Educators (AOGPE)	Masters	AOGPE	250	600	13	no	none
AOGPE Certified Level	Academy of Orton- Gillingham Practitioners and Educators (AOGPE)	Bachelors	AOGPE	160	300	10	no	none
AOGPE Associate Level	Academy of Orton- Gillingham Practitioners and Educators (AOGPE)	Bachelors	AOGPE	Option A - 60 Option B - 70	Option A - 100 1 to 1 hours Option B - 50 1 to 1 hours; & 50 group hours	10	no	none

*Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers are not required to hold a specific license or certification to provide dyslexia intervention for students; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(d) and must deliver the instruction with fidelity.

Please note that certification and licensing requirements may change with time. For more complete and up-to-date information, contact the specific licensing body.

Professional Development Relative to Dyslexia for All Teachers

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2020). To ensure that teachers are knowledgeable about dyslexia, TEC §21.054(b) and 19 TAC §232.11(k) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours. TEC §21.4552(b-1) provides that the completion of a literacy achievement academy by an educator who teaches students with dyslexia satisfies the training requirements under TEC §21.054(b).

http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm

http://ritter.tea.state.tx.us/sbecrules/tac/chapter232/ch232a.html#232.11

Educator Preparation Programs

According to TEC §21.044(b), all candidates completing an educator preparation program must receive instruction in detection and education of students with dyslexia. This legislation ensures that newly certified teachers will have knowledge of dyslexia prior to entering the classroom.

https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.044

Instructional Intervention Consideration for EB Students with Dyslexia

EB students receiving dyslexia services will have unique needs. Provision of dyslexia instruction should be in accordance with the program model the student is currently receiving (e.g., dual language, transitional bilingual, ESL). Interventionists working with EB students should have additional training on the specialized needs of EB students.

Learning to read, write, and spell in two languages can be facilitated by building on a student's native language knowledge and helping to transfer that knowledge to a second language. While direct, systematic instruction is still required for all aspects of reading, additional explicit instruction will be needed to address the similarities and differences in sounds, syllable structure, morphology, orthography, and syntax between the first and second languages.

For example, instructional considerations may include capitalizing on familiar sound-symbol correspondences. Direct and systematic instruction of the cross-linguistic correlations is beneficial for EB students. Instruction can subsequently include those sound-symbol correlations that partially overlap or present a slight variation from the native language to the second language. Unfamiliar phonemes and graphemes then can be presented to EB students. A systematic approach will enhance instruction and assist the bilingual student in transferring native language and literacy knowledge to second language and literacy acquisition.

For EB students learning to read in English and not in their native language, progress in reading may be hindered due to limited vocabulary in English. Therefore, in addition to all the components of effective instruction previously discussed, intervention for EB students also must emphasize oral language development (Cardenas- Hagan, 2018). Because the English language is derived from Anglo-Saxon, Latin, Greek, French, and other languages, EB students can expand their oral language and vocabulary knowledge by understanding the cognates (baseball/béisbol or leader/lider) that exist in their native language and English. The similarities of words in the native language and English must be explicitly taught.

It is also necessary to incorporate ESL strategies during the intervention process and in all content areas. In Texas, school districts are required to implement the English Language Proficiency Standards (ELPS) as an integral part of each subject area in the required curriculum (19 TAC §74.4(a)).

Dyslexia instruction for EB students must incorporate the ELPS. A few strategies to consider include the following:

- Establish routines so that EB students understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student
- Provide extra time for the EB students to process the English language. This is especially necessary during the early stages of second language development
- Provide extra time for the EB students to formulate oral and written responses
- Emphasize text that includes familiar content and explain the structure of the text

Source for Instructional Intervention Consideration for EB students with Dyslexia

19 Texas Administrative Code §74.4, English Language Proficiency Standards. (2007).

Cardenas-Hagan, E. (2018). Language and literacy development among English language learners. In J. R. Birsh, *Multisensory teaching of basic language skills* (4th ed.) (pp. 720–754). Baltimore, MD: Paul H. Brookes Publishing.

Research-Based Best Practices

It is important to note that in Texas, the approach to teaching students with dyslexia is founded on research- based best practices. The ideas upon which the state's approach is based are summarized here.

- Gains in reading can be significant if students with reading problems are provided systematic, explicit, and intensive reading instruction of sufficient duration in phonemic awareness, phonics, fluency, vocabulary (e.g., the relationships among words and the relationships among word structure, origin, and meaning), reading comprehension strategies, and writing.
- A failure to learn to read impacts a person's life significantly. The key to preventing this failure for students with dyslexia is early identification and early intervention.
- Instruction by a highly skilled and knowledgeable educator who has specific preparation in the remediation of dyslexia is necessary.

It is vital to start evidence-based interventions as soon as possible. Effective treatments for dyslexia should consist of explicit academic teaching of reading and spelling skills.

The following research reflects the essential components of dyslexia instruction discussed above and may serve as additional sources of information for those working with students identified with dyslexia. The similarities between the state's approach and the research are noted in bold. Unless otherwise indicated, the following pages contain excerpts from the resources cited.

1. August and Shanahan (2006, pp. 3–5) state the following:
   a. **Instruction that provides substantial coverage in the key components of reading—identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension**—has clear benefits for language-minority students.
   b. **Instruction in the key components of reading** is necessary—but not sufficient—for teaching language-minority students to read and write proficiently in English. Oral proficiency

in English is critical as well, but student performance suggests that it is often overlooked in instruction.

c. Oral proficiency and literacy in the first language can be used to facilitate literacy development in English.

August, D., & Shanahan, T. (Eds.). (2006). *Executive summary: Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.* Mahwah, NJ: Lawrence Erlbaum.

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2. Berninger and Wolf (2009, p. 49–50) state the following:

   Until children are reading without effort, each reading lesson should consist of **teacher-directed, explicit, systematic instruction** in 1) phonological awareness; 2) applying phonics (alphabetic principle) and morphology to decoding; 3) applying background knowledge already learned to unfamiliar words or concepts in material to be read (activating prior knowledge); 4) both oral reading and silent reading, with appropriate instructional materials; 5) activities to develop oral reading fluency; and 6) reading comprehension.

   Berninger, V. W., & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science.* Baltimore, MD: Paul H. Brookes Publishing.

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3. Birsh (2018, p. 3) states the following:
   Teachers need to undergo extensive **preparation in the disciplines inherent in literacy**, which include the following:
   a. Language development
   b. Phonology and **phonemic awareness**
   c. Alphabetic knowledge
   d. Handwriting
   e. Decoding (reading)
   f. Spelling (encoding)
   g. Fluency
   h. Vocabulary
   i. Comprehension
   j. Composition
   k. Testing and assessment
   l. Lesson planning
   m. Behavior management
   n. Study skills
   o. History of the English language
   p. Technology
   q. Needs of older struggling students

   Birsh, J. R. (2018). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (4th ed., pp. 2–34). Baltimore, MD: Paul H. Brookes Publishing.

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4. Clark and Uhry (2004, pp. 89–92) state the following:
   a. Children with dyslexia need the following:
      - **Direct, intensive, and systematic** input from and interaction with the teacher
      - Immediate feedback from the teacher
      - Careful pacing of instruction
      - **Systematic** structured progression from the simple to the complex
   b. Other components of instruction include the following:
      - Learning to mastery
      - Multisensory instruction

Clark, D., & Uhry, J. (Eds.). (2004). Dyslexia: Theory and practice of instruction (3rd ed.). Austin, TX: Pro-Ed.

5. Henry (2010, p. 21) states the following:

   By teaching the concepts inherent in the word origin and word structure model across a decoding-spelling continuum from the early grades through at least eighth grade, and by using technology when it serves to reinforce these concepts, teachers ensure that students have strategies to decode and spell most words in the English language. This framework and continuum readily organize a large body of information for teachers and their students. Not only do students gain a better understanding of English word structure, but they also become better readers and spellers.

   Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

6. Mather and Wendling (2012, p. 171) state the following:

   Individuals with dyslexia need to:

   a. understand how phonemes (sounds) are represented with graphemes (letters);
   b. learn how to blend and segment phonemes to pronounce and spell words;
   c. learn how to break words into smaller units, such as syllables, to make them easier to pronounce;
   d. learn to recognize and spell common orthographic graphic patterns (e.g., -tion);
   e. learn how to read and spell words with irregular elements (e.g., ocean); and
   f. spend time engaged in meaningful reading and writing activities.

   Mather, N. M., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

7. Moats (1999, pp. 7–8) states the following:

   Well designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction:

   a. direct teaching of decoding, comprehension, and literature appreciation;
   b. phoneme awareness instruction;
   c. systematic and explicit instruction in the code system of written English;
   d. daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
   e. vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
   f. comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
   g. frequent **writing** of prose to enable a deeper understanding of what is read.

   Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Item No. 39-0372). Washington, DC: American Federation of Teachers.

8. Moats (1999, pp. 7– 20) states the following:

   The **knowledge and skills needed to teach reading** include the following:

   a. The psychology of reading and reading development
      - Basic facts about reading
      - Characteristics of poor and novice readers
      - Environmental and physiological factors in reading development
      - How reading and spelling develop

   b. Knowledge of the language structure

- **Phonology**
- **Phonetics**
- **Morphology**
- **Orthography**
- **Semantics**
- **Syntax and text structure**

c. Practical skills of instruction—use of validated instructional practices
d. Assessment of classroom reading and writing skills

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Item No. 39-0372). Washington, DC: American Federation of Teachers.

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9. The National Reading Panel's (2000) *Report of the National Reading Panel* highlights the following:

   Emphasis is placed on the importance of **identifying early** which children are at risk for reading failure and **intervening quickly** to help them.

   How reading is taught matters—reading instruction is most effective when it is taught **comprehensively, systematically, and explicitly**.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institute of Child Health and Human Development.

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10. Shaywitz (2020, pp. 281–284) outlines the following essentials for a successful reading intervention and effective early intervention program:

    Essentials of a successful reading intervention include the following:

    a. Early intervention—The best intervention begins in kindergarten with remediation beginning in first grade.

    b. Intense instruction—Reading instruction must be delivered with great intensity. Optimally, a child who is struggling to read should be given instruction in a group of three and no larger than four students, and the child should receive this focused reading instruction at least four, and preferably five, days a week.

    c. High-quality instruction—High-quality instruction is provided by a highly qualified teacher. Recent studies highlight the difference that a teacher can make in the overall success or failure of a reading program.

    d. Sufficient duration—One of the most common errors in teaching a student with dyslexia to read is to withdraw prematurely the instruction that seems to be working. A child who is reading accurately but not fluently at grade level still requires intensive reading instruction.

    Essentials of an effective **early intervention** program include the following:

    e. Systematic and direct instruction in the following:
       - **Phonemic awareness**—noticing, identifying, and manipulating the sounds of spoken language
       - **Phonics**—how letters and letter groups represent the sounds [of] spoken language
       - Sounding out words (decoding)
       - Spelling
       - Reading sight words
       - **Vocabulary** and concepts
       - **Reading comprehension** strategies

    f. Practice in applying the above skills in reading and in writing

g. **Fluency** training

h. Enriched language experiences: listening to, talking about, and telling stories

Shaywitz, S. (2020). Overcoming dyslexia: A new and complete science-based program for reading problems at any level. (2nd ed.) New York, NY: Alfred A. Knopf.

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11. Torgesen (2004, p. 376) states the following:

    The first implication for practice and educational policy is that schools must work to provide **preventive interventions** to eliminate the enormous reading practice deficits that result from prolonged reading failure. The second implication is that schools must find a way to provide interventions for older children with reading disabilities that are appropriately focused and sufficiently intensive.

    Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle, & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 355–382). Baltimore, MD: Paul H. Brookes Publishing.

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12. Vaughn and Linan-Thompson (2003, pp. 299–320) state the following:

    a. Mounting evidence suggests that most students with reading problems can make significant gains in reading if provided **systematic, explicit, and intensive** reading instruction based on critical elements associated with improved reading such as **phonemic awareness, phonics, fluency in word recognition and text reading, and comprehension.**

    b. There were no statistically significant differences between students receiving intervention instruction in a teacher-to-student ratio of 1:1 or 1:3 though both groups outperformed students in a 1:10 teacher to student ratio.

    c. Student progress determined the length of intervention.

    Vaughn, S., & Linan-Thompson, S. (2003). Group size and time allotted to intervention. In B. Foorman (Ed.), *Preventing and remediating reading difficulties* (pp. 275–320). Parkton, MD: York Press.

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13. The International Dyslexia Association (2009, pp. 1–2) states the following:

    Professional practitioners, including **teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties**. Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of specific programs.

    The International Dyslexia Association. (2009, March). *Position statement: Dyslexia treatment programs*.

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14. The International Dyslexia Association's *Knowledge and Practice Standards for Teachers of Reading* provides **standards for teachers** of students with dyslexia.

    The International Dyslexia Association. (2010). *Knowledge and practice standards for teachers of reading*.

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15. The International Multisensory Structured Language Education Council (IMSLEC) provides accreditation in quality training courses for the professional preparation of multisensory **structured language education specialists**.

    International Multisensory Structured Language Education Council (IMSLEC): http://www.imslec.org

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Ineffective Treatment for Dyslexia

Interventions that claim to treat dyslexia in the absence of print are generally ineffective. Claims of ineffective treatments for dyslexia may use terms or techniques described as "brain training," "crossing the midline," "balance therapy," and others. While some treatments may ameliorate conditions other than dyslexia, their use for students with dyslexia has not been proven effective. Figure 4.2 addresses some commonly advertised interventions that may be purported to treat dyslexia, but scientific, peer-reviewed research has demonstrated ineffective results for students with dyslexia.

Figure 4.2. Treatments Ineffective for Dyslexia

Examples	What Research Has Found	Citation
Colored Overlays and Colored Lenses	"Consistent with previous reviews and advice from several professional bodies, we conclude that the use of colored overlays to ameliorate reading difficulties cannot be endorsed and that any benefits reported in clinical settings are likely to be the result of placebo, practice, or Hawthorne effects."	Griffiths, P.G., Taylor, R.H., Henderson, L.M., & Barrett, B.T. (2016). The effect of colored overlays and lenses on reading: a systematic review of the literature. Ophthalmic & Physiological Optics, 36, 519–544. https://doi.org/ 10.1111/opo.12316
Specialized fonts designed for people with dyslexia	"Dyslexie font did not lead to improved reading compared to normal 'Arial' font, nor was it preferred by most students."	Kuster, S. M., van Weerdenburg, M., Gompel, M., & Bosman, A. M. (2018). Dyslexie font does not benefit reading in children with or without dyslexia. Annals of Dyslexia, 68, 25-42. https://doi.org/10.1007/s11881-017-0154- 6
Vision Therapy	"Scientific evidence does not support the claims that visual training, muscle exercises, ocular pursuit-and-tracking exercises, behavioral/ perceptual vision therapy, 'training' glasses, prisms, and colored lenses and filters are effective direct or indirect treatments for learning disabilities. There is no valid evidence that children who participate in vision therapy are more responsive to educational instruction than children who do not participate."	Handler, S.M., Fierson, W.M., et al. (2011). Joint technical report - learning disabilities, dyslexia, and vision. Pediatrics, 127, e818-56. https://doi.org/10.1542/peds.2010-3670
Specific Working Memory Training Programs	"The authors conclude that working memory training programs appear to produce short-term, specific training effects that do not generalize to measures of 'real-world' cognitive skills. These results seriously question the practical and theoretical importance of current computerized working memory programs as methods of training working memory skills."	Melby-Lervåg, M., Redick, T. & Hulme, C. (2016). Working memory training does not improve performance on measures of intelligence or other measures of "far transfer": Evidence from a meta-analytic review. Perspectives on Psychological Science, 11, 512-534. https://DOI: 10.1177/1745691616635612

Instructional Accommodations for Students with Disabilities

Students with dyslexia who receive dyslexia instruction that contains the components described in this chapter will be better equipped to meet the demands of grade-level or course instruction. In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation.**

Listed below are examples of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year and over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should

also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

For more information about accommodations, see Accommodations for students with Disabilities available at https://dyslexiaida.org/accommodations-for-students-with-dyslexia/.

Access to Instructional Materials for Students with Disabilities

Accessible instructional materials are textbooks and related core instructional materials that have been converted into specialized formats (e.g., Braille, audio, digital text, or large print) for students who are blind or have low vision, have a physical disability, or have a reading disability such as dyslexia. Digital books or text-to-speech functions on computers and mobile devices provide access to general education curriculum for students with dyslexia. **Bookshare** and **Learning Ally** provide electronic access to digitally recorded materials for students with print disabilities. TEA provides links to these resources as well as other accessible instructional materials for students with disabilities at https://tea.texas.gov/academics/instructional-materials/state-adopted-instructional-materials/accessible-instructional-materials.

Texas State Student Assessment Program Accommodations for Students with Disabilities

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. The state assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. An accommodation used in the classroom for learning may invalidate or compromise the security and integrity of the state assessment; therefore, not all accommodations suitable for instruction are allowed during the state assessments. It is important to keep in mind that the policies for accommodation use on state assessments **should not** limit an educator's ability to develop individualized materials and techniques to facilitate student learning. **Instruction comes first** and can be customized to meet the needs of each student.

For the purposes of the statewide assessments, students needing accommodations due to a disability include the following:

- Students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations
- Students with an identified disability who receive Section 504 services and meet established eligibility criteria for certain accommodations
- Students with a disabling condition who do not receive special education or Section 504 services but meet established eligibility criteria for certain accommodations

For students who receive special education or Section 504 services, the decision for student use of accommodations during the statewide assessments is made by the ARD or Section 504 committee. In those rare instances where a student does not receive services but meets the eligibility criteria due to a disabling condition, the decision about using accommodations on the statewide assessments is made by the appropriate team of people at the campus level, such as the RTI team or student assistance team. For more information about accommodations on statewide assessments, visit https://tea.texas.gov/accommodations/.

Enrollment in Gifted/Talented and Advanced Academic Programs

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at

a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high-performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.

Disability criteria may include the following:

- Learning disabilities
- Speech and language disorders
- Emotional/behavioral disorders
- Physical disabilities
- Traumatic brain injury
- Autism spectrum disorder
- Sensory disabilities (hearing impaired, visually impaired, blind-deaf)
- Other health impairments that limit strength, vitality, or alertness (such as ADHD)

Twice-exceptional students make up a highly diverse group of learners. While they do not form a simple, homogenous group, there are indicators that tend to be typical of many children who are both gifted and who also have a disability. Cognitive and affective indicators may include strengths such as extreme curiosity and questioning, high levels of problem-solving and reasoning skills, and advanced ideas/opinions which they are uninhibited about expressing. Cognitive and affective challenges twice-exceptional learners may exhibit include discrepant verbal and performance abilities, deficient or extremely uneven academic skills, and auditory and/or visual processing problems which may cause them to respond or work slowly or appear to think slowly. For more information regarding general characteristics of twice-exceptional learners, please see https://gtequity.tea.texas.gov/ on TEA's Equity in G/T Education website.

Due to the diversity of twice-exceptional students, the identification of twice-exceptional learners can be challenging. Evaluation and identification require those vested in the education of these learners to be knowledgeable of the unique characteristics and behaviors demonstrated by twice-exceptional learners. Often the disability masks the giftedness, emphasizing barriers to learning instead of the potential that the learner has as a result of the gifted attributes. Conversely, the giftedness may mask the disability, which may result in the student experiencing gaps in learning compounded by the disability, thus affecting how the learner perceives his or her abilities.

Twice-exceptional students must be provided access to all service and course options available to other students. Section 504 and Title II of the Americans with Disabilities Act (ADA), require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities [34 C.F.R. §104.4(b)(1)(ii) and 28 C.F.R. §35.130(b)(1)(ii)]. **A student with a disability such as dyslexia or a related disorder may not be denied admission to an accelerated or advanced class or program solely because of the student's need for special education or related aids or services or because the student has an IEP or Section 504 Plan.**

Additionally, a student with a disability may not be prohibited from using special education or related aids as a condition of participating in an accelerated or advanced class or program. Participation by a student with a disability in an accelerated or advanced class or program generally would be considered part of the regular education referenced in IDEA and Section 504 regulations. Thus, if a qualified student with a disability requires related aids and services to participate in a regular education class or program, the school cannot deny that student the needed related aids and services in an accelerated or advanced class or program.

It is important to note that a district or school does not have to provide a student with an accommodation or modification "that fundamentally alters the nature of" an accelerated or advanced course or program. Rather, a district or school "must consider a student's ability to participate in the program with reasonable accommodations." (*G.B.L. v. Bellevue School District #405*).

In determining the appropriate courses and programs, the following questions should be considered by a twice-exceptional learner's ARD or Section 504 committee:

- Does the student meet the basic eligibility or admission requirements applied to ALL students?
- Does the student need special education or related aids and services to receive FAPE?
- Do the academic accommodations or related aids and services constitute a fundamental alteration of the program?

The U.S. Department of Education's Office for Civil Rights offers information for addressing students with disabilities seeking enrollment in advanced academic programs such as Advanced Placement and International Baccalaureate courses. For more information, see the Dear Colleague Letter regarding Access by Students with Disabilities to Accelerated Programs at https://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.html.

Additional support, information, and resources are available through the Equity in Gifted/Talented (G/T) Education website at https://gtequity.tea.texas.gov/ The *Texas State Plan for the Education of Gifted/Talented Students*, available at https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education mandates that once any student is identified as gifted, he/she must be provided gifted/talented services that are commensurate with his/her abilities (1.4C, 1.6C, 2.1C, and 3.3C). Additionally, due to the disability, twice-exceptional learners should have an IEP through special education services or a Section 504 Plan through general education. Additional support for districts serving twice-exceptional students is available at https://gtequity.tea.texas.gov/.

Sources for Enrollment in Gifted/Talented and Advanced Academic Programs

G.B.L. v. Bellevue Sch. Dist. #405. IDELR 186. No. 2:2012cv00427. (U.S. District Court, W.D. Washington, 2013).

Texas Education Agency. (2008–2015). Equity in G/T Education: Twice-Exceptional Students and G/T Services. Retrieved from http://www.gtequity.org.

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5. DYSGRAPHIA

Texas state law requires districts and charter schools to identify students who have dyslexia and related disorders. TEC §38.003 identifies the following examples of related disorders: developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Recent research in the field of dysgraphia has prompted the addition of the following guidance regarding the evaluation, identification, and provision of services for students with dysgraphia.

Definition and Characteristics of Dysgraphia

Difficulty with handwriting frequently occurs in children with dyslexia. When Texas passed dyslexia legislation, the co-existence of poor handwriting with dyslexia was one reason why dysgraphia was called a related disorder. Subsequently, dyslexia and dysgraphia have been found to have diverse co-morbidities, including phonological awareness (Döhla and Heim, 2016). However, dyslexia and dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately. They have different brain mechanisms and identifiable characteristics.

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism,

cerebral palsy)

- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)

Dysgraphia can be due to:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Sources for Definition and Characteristics of Dysgraphia

Andrews, J. and Lombardino, L. (2014). Strategies for teaching handwriting to children with writing disabilities. ASHA SIG1 Perspectives on Language Learning Education. 21:114-126.

Berninger, V.W. (2004). Understanding the graphia in dysgraphia. In Developmental Motor Disorders: A Neuropsychological Perspective. D. Dewry and D. Tupper (Eds.), New York, NY, US: Guilford Press.

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Döhla, D. and Heim, S. (2016). *Developmental dyslexia and dysgraphia: What can we learn from the one about the other?* Frontiers in Psychology. 6:2045.

Levine, M.D. (1999). *Developmental Variation and Learning Disorders.* Cambridge, MA: Educators Publishing Service, Inc.

Procedures for Identification

The process of identifying dysgraphia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present.

The first step in the evaluation process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties.

Documentation of the following characteristics of dysgraphia could be collected during the data gathering phase:

- Slow or labored written work
- Poor formation of letters
- Improper letter slant
- Poor pencil grip
- Inadequate pressure during handwriting (too hard or too soft)
- Excessive erasures
- Poor spacing between words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words
- "b" and "d" reversals beyond developmentally appropriate time
- Inability to copy words accurately
- Inability of student to read what was previously written
- Overuse of short familiar words such as "big"
- Avoidance of written tasks
- Difficulty with visual-motor integrated sports or activities

While schools must follow federal and state guidelines, they must also develop procedures that address the needs of their student populations.

Schools shall recommend evaluation for dysgraphia if the student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student's age/grade
- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student's age/grade

Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction, including writing, are defined in Section 2221(b) of ESSA as explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff.

Any time from kindergarten through grade 12 a student continues to struggle with one or more components of writing, schools must collect additional information about the student. Schools should use previously collected as well as current information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. The collection of various data, as indicated in Figure 5.1 below, will provide information regarding factors that may be contributing to or primary to the student's struggles with handwriting, spelling, and written expression.

Cumulative Data

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dysgraphia is not due to lack of appropriate instruction in

handwriting, spelling, and written expression. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. This cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 5.1.

Figure 5.1. Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Parent reports of concerns about handwriting, spelling, or written expression
- Classroom handwriting assessments
- Classroom spelling assessments
- Samples of written work (e.g., journal, story responses, writing samples, etc.)
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of written schoolwork (both timed and untimed)
- State student assessment program results as described in TEC §39.022
- Observations of instruction provided to the student
- Full Individual and Initial Evaluation
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening
- Parent survey

Formal Evaluation

After data gathering, the next step in the process is formal evaluation. This is not a screening; rather, it is an individualized evaluation used to gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dysgraphia. Information collected from the parents/guardians also provides valuable insight into the student's early years of written language development. This history may help to explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dysgraphia will need to look beyond scores on standardized assessments alone and examine the student's classroom writing performance, educational history, and early language experiences to assist with determining handwriting, spelling, and written expression abilities and difficulties.

Notification and Permission

When an FIIE is recommended, parents are provided:

- Prior Written Notice (PWN);
- Notice of Procedural Safeguards
- Overview of Special Education for Parents Form
- Opportunity for parent to provide written consent to evaluate

Tests and Other Evaluation Materials

When formal evaluation is recommended, the school must complete the evaluation procedures as outlined under IDEA.

Test instruments and other evaluation materials must meet the following criteria:

- Be used for the purpose for which the evaluation or measures are valid or reliable
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory
- Include multiple measures of a student's writing abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced evaluations, samples of written work, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Domains to Assess

Academic Skills

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter formation, orthographic awareness, and general handwriting skills may be evident dependent on the student's age and writing development. Additionally, many students with dysgraphia may have difficulty with spelling and written expression.

Cognitive Processes

The process of handwriting requires the student to rely on memory for letters or symbol sequences, also known as orthographic processing. Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses. When spelling, a student must not only process both phonological and orthographic information, but also apply their knowledge of morphology and syntax (Berninger & Wolf, 2009).

Figure 5.2. Areas for Evaluation of Dysgraphia

Academic Skills	Cognitive Processes	Possible Additional Areas
• Letter formation • Handwriting • Word/sentence dictation (timed and untimed) • Copying of text • Written expression • Spelling • Writing fluency (both accuracy and fluency)	• Memory for letter or symbol sequences (orthographic processing)	• Phonological awareness • Phonological memory • Working memory • Letter retrieval • Letter matching

Berninger, V. W., & Wolf, B. (2009). Teaching students with dyslexia and dysgraphia lessons from teaching and science. Baltimore, MD: Paul H. Brookes Publishing.

To make an informed determination the ARD committee must include members who are knowledgeable about the following:

- Student being assessed
- Evaluation instruments being used
- Interpretation of the data being collected

Additionally, the committee members should have knowledge regarding

- the handwriting process;
- dysgraphia and related disorders;
- dysgraphia instruction, and;
- district or charter school, state, and federal guidelines for evaluation.

There likely may be a need for an occupational therapist on the committee to assist in addressing all required areas of evaluation for dysgraphia.

Review and Interpretation of Data and Evaluation

The MDT, using input from the parent/guardian, completes the FIIE, which determines if the student meets the criteria for dysgraphia, and, if so, explains the impact of dysgraphia on the student's access and progress in the enrolled grade-level general curriculum. The next step is for the ARD committee, which includes the parent/guardian as a committee member, to determine prong 1 and prong 2, which means the student has both the identification of a qualifying disability and the need for special education and related services. Eligibility is determined by the ARD committee in accordance with federal and state law and regulations.

The ARD committee will review the FIIE and all available data to determine eligibility for special education and related services. When a student is determined to have dysgraphia and the data shows a need for specially designed instruction, then the student meets the two prongs of special education eligibility. That is, the student has a qualifying disability – as dysgraphia is an SLD under the IDEA– and demonstrates a need for specially designed instruction.

To appropriately understand evaluation data, the MDT and ARD committee must interpret tests results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

A determination must first be made regarding whether a student's difficulties in the areas of writing and spelling reflect a pattern of evidence for the primary characteristics of dysgraphia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Handwriting
- Writing fluency (accuracy and rate)
- Written Expression
- Spelling

Based on the above information and guidelines, should the MDT find that the student exhibits weakness in writing and spelling (i.e., academic deficits in areas associated with dysgraphia), the MDT will then examine all of the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language differences, irregular attendance, or lack of appropriate and effective instruction. For example, the student may exhibit strengths in areas such as reading comprehension, listening comprehension, oral verbal ability, or math reasoning yet still have difficulty with writing and spelling. The MDT reports the analysis of strengths and weaknesses within the FIIE.

Therefore, it is not one single indicator, but a preponderance of informal and formal data that provide the team with evidence for whether these difficulties are unexpected.

Dysgraphia Identification

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dysgraphia and the need for special education and related services. The list of questions in Figure 5.3 below must be addressed by the MDT in the evaluation report to assist the ARD Committee when determining eligibility, which includes that dysgraphia is present and there is a need for special education and related services.

Figure 5.3. Questions to Determine the Identification of Dysgraphia

- Do the data show the following characteristics and consequences of dysgraphia?
  - Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
  - Difficulty with unedited written spelling
  - Low volume of written output as well as problems with other aspects of written expression
- Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms)?
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and the provision of effective classroom instruction?

If through the evaluation process, it is established that the student meets the criteria for dysgraphia, then the student meets the first prong of eligibility under the IDEA (identification of condition). In other words, the identification of dysgraphia, using the process outlined in this chapter, meets the criterion for the condition of a specific learning disability. However, the presence of a disability condition alone is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

The ARD committee will determine whether the student who has dysgraphia is eligible under IDEA as a student with a specific learning disability. The student is eligible for services under IDEA if he/she has dysgraphia and, because of the dysgraphia needs special education services. The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia,

dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents. For more information, please visit https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ideaiep-terms/

Once dysgraphia has been identified as the IDEA eligible disability, a determination must be made by the ARD committee regarding the most appropriate way to serve the student. If the student with dysgraphia is found eligible for special education, the student's IEP must include appropriate writing instruction, which might include instruction from a related services provider.

If the student is identified with dysgraphia but is determined by the ARD committee as not eligible for special education and related services (because the student does not need specially designed instruction), then the student may be eligible to receive appropriate accommodations and services under Section 504.

A student who is found not eligible under the IDEA but who is identified with dysgraphia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and determine eligibility for Section 504 as necessary

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 Plan, which must include appropriate instructional accommodations to meet the individual needs of the student.

Instruction for Students with Dysgraphia

> *". . . Done right, early handwriting instruction improves students' writing. Not just its legibility, but its quantity and quality."* (p. 49)
>
> —S. Graham, Want to Improve Children's Writing? Don't Neglect Their Handwriting, *American Educator*, 2010

Graham and his colleagues describe two reasons for teaching handwriting effectively. The first reason is what they call the Presentation Effect. Research demonstrates that, in general, a reader's evaluation of a composition's quality is influenced by how neatly it is written (Graham, Harris, & Hebert, 2011). The second reason that educational scientists give for teaching handwriting effectively is called the Writer Effect.

Research demonstrates that handwriting difficulties interfere with other writing processes such as expression of ideas and organization. In fact, a 2016 meta-analysis showed that handwriting instruction improved students' writing fluency, quantity, and quality. The findings of this research report were dramatic, showing moderate effects on writing fluency and very large effects on the number of words students wrote and the quality of their compositions (Santangelo & Graham, 2016).

> *Handwriting interferes with other writing processes or consumes an inordinate amount of cognitive resources, at least until handwriting becomes automatic and fluent ... Handwriting-instructed students made greater gains than peers who did not receive handwriting instruction in the quality of their writing, how much they wrote, and writing fluency.* (p. 226)
>
> —Santangelo & Graham, A Comprehensive Meta-Analysis of Handwriting Instruction, 2016

Supporting Students Struggling with Handwriting

Between 10% and 30% of students struggle with handwriting. Early difficulties in this area are significantly correlated with poorer performance on composition tasks. The following are research-based elements of effective handwriting instruction.

These elements, which apply to both manuscript and cursive handwriting, may not necessarily apply to an entire class but instead may be used to support instructional methods delivered in small groups with students whose penmanship is illegible or dysfluent.

- Show students how to hold a pencil.
- Model efficient and legible letter formation.
- Provide multiple opportunities for students to practice effective letter formation.
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
- Have students practice writing letters from memory.
- Provide handwriting fluency practice to build students' automaticity.
- Practice handwriting in short sessions.

—Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

Some students who struggle with handwriting may actually have dysgraphia. Dysgraphia may occur alone, or with dyslexia. An assessment for dysgraphia, as it relates to dyslexia, is important in order to determine whether children need additional explicit, systematic instruction in handwriting only; handwriting and spelling; or handwriting, spelling, and written expression along with word reading and decoding (IDA, 2012).

TEC §38.003(b) states, "In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

While it is important for students with dysgraphia to receive the research-based elements of handwriting, spelling, and written language instruction as part of the core curriculum, for those students who require additional supports and services for dysgraphia, instructional decisions must be made by a committee (either Section 504 or ARD) that is knowledgeable about the instructional elements and delivery of instruction that is consistent with research-based practice.

Handwriting

The research-based elements for effective instruction of handwriting as stated above for all students are the same for students with dysgraphia. However, the intensity, frequency, and delivery of instruction may need to be adjusted to meet specific student need as determined by the Section 504 or ARD committee. Figure 5.4 below provides a hierarchy of instruction for handwriting as a reference to best practice:

Figure 5.4. Handwriting Hierarchy of Instruction

Posture	Also known as "Watch Our Writing" (W.O.W) • Feet are flat on the floor • Back is straight • Paper slanted so that the edge of the paper is parallel to the writing arm • Paper anchored with non-writing hand • Pencil grip and position correct
Grip	Normal tripod grip with pencil resting on first joint of middle finger with the thumb and index fingers holding the pencil in place at a 45° angle.

Letter Formation	Emphasis placed in the following order: • Shape • Proportion • Size • Rhythm/fluency • Slant

Sequence	• Lower case letters first; Capitals as needed beginning with first letters of student name • Manuscript – group by stroke formation • Cursive – group by beginning approach stroke • Letters • Syllables • Words • Phrases • Sentences • Paragraphs

Spelling

Handwriting supports spelling, a complex process of translating a phoneme (spoken sound) to the corresponding grapheme (orthographic representation) in order to generate written text to express an idea. Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.

Because spelling is meaning driven and draws upon the phonological, orthographic, and morphological aspects of words, students will benefit from systematic, explicit instruction based on the following guiding principles:

- Phoneme-grapheme correspondence
- Letter order and sequence patterns, or orthographic conventions:
  - syllable types
  - orthographic rules
  - irregular words
- Position of a phoneme or grapheme in a word
- Meaning (morphology) and part of speech
- Language of origin (Moats, 2005)

Writing

A potential secondary consequence of dysgraphia is difficulty with students expressing themselves in written text. This difficulty may be attributed to deficits in handwriting, spelling, language processing, or the integration of each of those skills. In Chapter 4 of this handbook, Moats and Dakin (2008) are quoted as stating:

> *The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than*

reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Students with written expression difficulties because of dysgraphia would benefit from being taught explicit strategies for composing including planning, generating, reviewing/evaluating, and revising different genre including narrative, informational, compare and contrast, and persuasive compositions (IDA, 2012).

Delivery of Intervention

The way the content is delivered should be consistent with the principles of effective intervention for students with dysgraphia including the following:

Simultaneous, multisensory (VAKT) — "Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning" (Birsh, 2018, p. 19). "Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning" (Moats & Dakin, 2008, p. 58).

Systematic and cumulative — "Multisensory language instruction requires that the organization of material follow order of the language. The sequence must begin with the easiest concepts and most basic elements and progress methodically to more difficult material. Each step must also be based on [elements] already learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2018, p. 19).

Explicit instruction — "Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print" (Moats & Dakin, 2008, p. 58). Explicit Instruction is "an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently" (Mather & Wendling, 2012, p. 326).

Diagnostic teaching to automaticity — "The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and [continual] assessment of the individual's needs. The content presented must be mastered to the degree of automaticity" (Birsh, 2018, p. 27). "This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student" (Moats & Dakin, 2008, p. 58). "When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner" (Berninger & Wolf, 2009, p. 70).

Sources for Critical, Evidence-Based Components and Delivery of Dysgraphia Instruction

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Instructional Accommodations for the Student with Dysgraphia

By receiving instruction based on the elements described in this chapter, a student with dysgraphia is better equipped to meet the demands of grade-level or course instruction. In addition to targeted instruction, accommodations provide the student with dysgraphia effective and equitable access to grade-level or course instruction in the general education classroom. **Accommodations are not a one size fits all; rather, the impact of dysgraphia on each individual student determines the accommodation.**

When considering accommodations for the student with dysgraphia, consider the following:

- The rate of producing written work
- The volume of the work to be produced
- The complexity of the writing task
- The tools used to produce the written product
- The format of the product (Texas Scottish Rite Hospital for Children, 2018, p. 5).

Listed below are examples of reasonable classroom accommodations for a student with dysgraphia based on the above considerations:

- Allow more time for written tasks including note taking, copying, and tests
- Reduce the length requirements of written assignments
- Provide copies of notes or assign a note taking buddy to assist with filling in missing information

- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

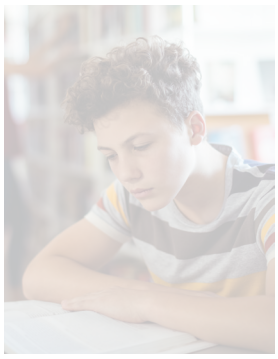
When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dysgraphia or provide support for the use of an accommodation should not be limited by whether an accommodation is allowable on a state assessment.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/ test scores with and without the accommodation, observational reports from parents and teachers) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

For more information about accommodations, see At a Glance: Classroom Accommodations for Dysgraphia, available at https://www.understood.org/en/school-learning/partnering- with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for- dysgraphia

Technology Tools

There are many technology resources to assist a student with dysgraphia. The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support school districts and charter schools in making instructional decisions regarding technology that benefit students with dyslexia and related disorders. For more information and to view this source, visit Dyslexia and Related Disorders | Texas Education Agency.




THE TEXAS DYSLEXIA HANDBOOK: **FREQUENTLY ASKED QUESTIONS (FAQs)**

This document represents frequently asked questions (FAQs) received by the Texas Education Agency (TEA) in relation to the State Board of Education's (SBOE's) Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, 2024 Update (Handbook). This FAQ is attached to the electronic PDF version of the Handbook as a courtesy to the reader, but it is **not** a document approved by the SBOE. This FAQ is a guidance document prepared by TEA. It does not constitute an administrative rule and thus does not impose any requirements beyond those required under applicable law, rules, and regulations. The intent is to offer general assistance to local educational agencies (LEAs) in implementing the Handbook. For additional technical assistance related to dyslexia and other specific learning disabilities (SLDs), see Texas SPED Support at spedsupport.tea.texas.gov.

The Dyslexia Handbook on TEA's Dyslexia and Related Disorders webpage.

This FAQ is informational only and not intended as, nor should it be considered as, providing legal advice. For legal advice on specific implementation issues, please consult an attorney.

AUGUST 2024

Texas Education Agency

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Chapter 1: Definitions and Characteristics of Dyslexia:

1. What are "related disorders" of dyslexia?

There is no nationally recognized list of related disorders to dyslexia. The Texas Education Code (TEC) defines "related disorder" in Section 38.003 for purposes of that section as a disorder similar or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. It is important to note that this TEC definition dates to at least 1995 and much research and evidence-based instructional practices have evolved since that time. Additionally, the Handbook does not discuss how to screen or evaluate for these disorders, with the exception of evaluating for dysgraphia and instructional considerations for dysgraphia [see Chapter 5].

The Individuals with Disabilities Education Act (IDEA), through its regulations at 34 Code of Federal Regulations (CFR) §300.8, defines an SLD to be a disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, or spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

While dyslexia is mentioned as an example of an SLD, there is no list in the IDEA about those SLDs that are, or may be, related disorders of dyslexia. Guidance from the Office of Special Education and Rehabilitative Services (OSERS) within the United States Department of Education (Department), through the publication of a Dear Colleague letter from October 2015, states that the list referenced above at 34 CFR §300.8 is not exhaustive. The letter stresses that nothing in the IDEA or its implementing regulations prohibits the use of the terms dyslexia, dyscalculia, or dysgraphia – conditions that could qualify a child as a child with an SLD under IDEA – in IDEA evaluation, eligibility determinations, or individualized education program (IEP) documents. Again, this letter stresses that nothing prohibits the use of these terms, but it does not specifically state what disorders are related disorders to dyslexia.

Through its responsibility listed in TEC §7.102(c)(28) and §38.003 to approve a program for testing students for dyslexia and related disorders, the SBOE has specifically addressed dysgraphia as a related disorder to dyslexia in the Handbook [see Chapter 5] because "...both are language-based disorders" (p. 55).

Additionally, TEC §48.103 outlines a funding allotment for students who have been identified as having dyslexia or a related disorder. Dysgraphia is the related disorder that is included with this allotment.

Therefore, while the Handbook reflects dysgraphia as a related disorder to dyslexia, the critical piece for school systems to remember is that **many** conditions can fall within the eligibility category of SLD under the IDEA.

Also see Chapter 5: Dysgraphia below for more information about that condition.

2. Does a child with dyslexia have to have a co-occurring disability in order to qualify for special education and related services?

No. If a child is determined eligible for the first prong (qualifying disability) of special education and related services based on an identification of dyslexia, and the admission, review, and dismissal (ARD) committee determines that the student requires dyslexia instruction, this would make the child eligible under the second prong of special education and related services eligibility, which is the need for special education, or specially designed instruction (SDI).

Dyslexia and dysgraphia are both SLDs, which means identification of either or both could result in a child being eligible for special education and related services if the child is identified with the disability and is determined to need SDI because of the disability.

Chapter 2: Screening

1. Can a parent/guardian exempt their child from administration of the required dyslexia screener under TEC §38.003?

There is no specific opt-out right for parents/guardians for their child not to be administered the required dyslexia screener in kindergarten and grade 1. Universal screeners – given that they are administered to all students – do not require individual parental consent prior to their administration to students. However, parents/guardians do have general opt-out rights under TEC §26.010 regarding exemption from instruction. To the extent a parent/guardian exercises this right in relation to the dyslexia screeners, they may do so.

2. Is the screener required for a child who is already receiving special education and related services in kindergarten or grade 1?

Yes, unless the student's ARD committee determines the screener is not appropriate. An ARD committee should only determine that a screener is not appropriate if the student's data clearly indicates that the intent of a screener to identify those who may be at risk for dyslexia or reading difficulties has already been satisfied through an FIIE, the provision of SDI, or by other means.

3. Are there approved screener criteria for dysgraphia or other related disorders?

No. There are currently no SBOE-approved criteria for dysgraphia screeners nor for other related disorders. Teachers should be aware of the common characteristics of dysgraphia [pp. 55-57] that might present in one of their students.

Chapter 3: Procedures for the Evaluation and Identification of Students with Dyslexia

1. Can the required multidisciplinary team (MDT) and ARD committee member with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction (required dyslexia member) be someone who is already serving a required role on the team or committee?

Potentially. TEC §29.0031(b) and the Handbook are clear that unless a licensed dyslexia therapist (LDT) or a person with the most advanced dyslexia-related certification is not available, individuals in those positions **must** serve as the required dyslexia member.

If individuals in these roles are not available, the Handbook allows others who meet specific training requirements (pp 29 and 32) to serve as the required dyslexia member.

The SBOE rule at 19 Texas Administrative Code (TAC) §74.28, including the Handbook, which is incorporated by reference into that rule, does not list any prohibition in serving as this member if the individual is already serving another role on the MDT or ARD committee. Therefore, a person who meets the criteria to serve as the required dyslexia member should be able to serve another role on an MDT or ARD committee, as long as the person is eligible by law or rule to serve in that original MDT or ARD committee role.

When designating the required dyslexia member for an MDT and ARD committee, LEAs – which include both school districts and open enrollment charter schools – need to focus on the required expertise of this member. This member must have specific knowledge of dyslexia and related disorders, the reading process, and dyslexia instruction. The reference to dyslexia instruction is not necessarily the same as the requirement for a provider of dyslexia instruction (PDI) [see Chapter 3, question 3] to be fully trained in the district's instructional materials related to dyslexia instruction. **The critical piece to remember about this member is that they should play a pivotal role in a student's evaluation and potential identification of dyslexia**. **LDTs and those with the most advanced dyslexia related certifications should have that expertise by nature of their license and certification, which is likely why the law specifically pointed to those individuals first**. To meet the intent of the statute and SBOE rule when those individuals are not available, LEAs need to feel confident that the member they designate brings the expertise to the evaluation and identification process.

For example, if an LEA determines that an LDT or someone with the most advanced dyslexia-related certification is not available, they might determine that their educational diagnostician, who is already well-versed in the evaluation of students and interpreting instructional implications of evaluation results, should be the one designated to be the required dyslexia member in an LDT's absence once they receive the required training, while also fulfilling the IDEA requirements of a person who can interpret evaluation results. In this example, the diagnostician's training would be the training that is described on pages 29 and 32, which includes registering and completing the TEA Texas Dyslexia Academies and registering and completing the Guidance for the Comprehensive Evaluation of a Specific Learning Disability training. The LEA must also be able to document that the diagnostician has training in current research and evidence-based assessments that are used to identify the most common characteristics of dyslexia.

When designating this member, consider that the law's intent was likely not to simply have an individual look at assessment scores and weigh in with their expertise, especially in light of the importance of observing student behaviors in the data gathering process when determining whether a student demonstrates characteristics of dyslexia.

2. How should the required dyslexia member document their participation in an evaluation and IEP?

TEC §29.0031 requires the dyslexia member of the MDT or ARD committee to sign a document describing their involvement and participation in the evaluation and any resulting IEP. TEA expects the member to actively participate in a student's evaluation and sign the evaluation report conducted by the MDT. Signatures from the professionals serving on the MDT indicate consensus with the overall interpretations and conclusions contained within the evaluation. In situations where members of the MDT have different interpretations, they must work collaboratively to review the various sources of data and gather additional information as necessary to complete a single comprehensive evaluation report that is compliant with state and federal requirements and present the results for ARD committee consideration.

Participation and involvement in an ARD committee meeting should be noted on an IEP signature page and clearly indicate that the person is fulfilling the role required by TEC §29.0031(b).

3. Is a provider of dyslexia instruction (PDI) the same as the required dyslexia member?

Not always. If the PDI is an LDT or a certified academic language therapist (CALT), for example, who also administers dyslexia instruction to identified students, then the LDT and CALT are considered both the required dyslexia member (if they are available and serving in that role) and the PDI. However, a PDI can be different from the required dyslexia member. For example, if the PDI has been trained in the LEA's instructional materials for dyslexia instruction but does not also meet the requirements for the required dyslexia member, the PDI may not serve as the required dyslexia member.

An important concept to remember is that the **required dyslexia member should have extensive experience surrounding the evaluation and identification of dyslexia** [see also Chapter 3, question 1], **whereas a PDI must be fully trained in all the LEA's instructional materials for dyslexia instruction**. This *can* be the same person but will not always be the same person.

4. What does it mean to be trained in current research and evidence-based assessments that are used to identify most common characteristics of dyslexia?

The required dyslexia member must be trained in how to administer and interpret any norm-referenced tests used to identify the most common characteristics of dyslexia. Likewise, the dyslexia member must be trained in how to administer and interpret curriculum-based measurements used to assess the most common characteristics of dyslexia. An LDT or someone with the most-advanced dyslexia-related certification will be familiar with this by nature of their license or certification, so this will be required for the third option when either of those individuals are not available. An LEA will need to document how the individual meets this requirement.

5. Will you explain the "most advanced dyslexia certification" requirements?

To meet the credentials of the most advanced dyslexia-related certification, the individual must have received certification or training from the following programs or providers: Academic Language Therapy Association, the International Dyslexia Association, the Orton Gillingham Academy, Wilson Language Training, or have received training through an International Multisensory Structured Language Education Council-(IMSLEC)- accredited course at the teaching or therapy level [pp. 29, 32].

6. Must the required dyslexia member attend every ARD committee meeting?

No. The member must be part of any ARD committee meeting convened to determine a student's eligibility for special education and related services. This means that the member must be a part of an ARD committee meeting that determines initial eligibility and any meeting at which a change in and/or continued eligibility is discussed, as in a re-evaluation.

Keep in mind, however, that a student's PDI must be involved in the development and implementation of the student's IEP. The PDI is not always the same as the required dyslexia member, but many times will be the same. So, in the circumstances where they are the same person, even if the PDI is not specifically required in the role as the required dyslexia member because continued eligibility isn't being discussed, **the PDI will likely be a critical ARD committee member since he or she is a special education provider for that student.**

7. Is a dyslexia evaluation separate and apart from an SLD evaluation?

No. Dyslexia is an SLD. The Handbook does list specific evaluation domains and questions that must be considered when determining the presence of dyslexia. However, this does not mean it is a separate evaluation. The MDT will be completing a comprehensive evaluation for the presence of an SLD, which

includes those domains and questions in the Handbook associated with dyslexia. Dyslexia identification is then based on the preponderance of evidence. Remember also that an evaluation is not exclusively about standardized tests or assessments [also see question 8, below]. Part of the MDT's comprehensive evaluation would likely include a careful review of informal student data that analyzes whether the primary characteristics of dyslexia are present, and the MDT could then use particular instruments designed to further assist in identifying whether those characteristics are present. A careful review of that evidence may show the MDT that weaknesses in reading and spelling are unexpected as compared to the other student data it has analyzed. That may then lead to a confirmation by the MDT that the student meets the criteria for dyslexia using the questions on pages 33 and 34 (and referenced in question 10, below) independent or in lieu of standardized or other types of formal assessments.

8. The Handbook says to consider cognitive processes in a dyslexia evaluation. Is this the same thing as an IQ and achievement test?

No. It is not required that a student demonstrate a specific cognitive weakness on standardized assessments as demonstrated by achieving below a certain threshold to otherwise display a pattern of strengths and weakness relevant to the identification of dyslexia.

The MDT and ARD committee must interpret evaluation test results in light of a student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning. The team must first look for **a pattern of evidence reflective of the primary characteristics of dyslexia, i.e., unexpectedly low performance in some or all of the following areas: reading words in isolation, decoding unfamiliar words accurately and automatically, reading fluency for connected text (rate and/or accuracy and/or prosody), and spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia).**

Teams should keep in mind that a deficit in one area of phonological awareness can limit reading progress and should consider discreet skills (vs. composite scores), when drawing conclusions. As referenced in question 7 above, determining the presence of dyslexia or any other SLD based on a strengths and weaknesses model does not always require the administration of standardized assessments; there are different ways that a pattern of strengths and weaknesses model can be conceptualized by an MDT. Teams should also keep in mind that the presence of a sensory impairment, such as visual impairment, deaf-blindness, or being deaf or hard of hearing, does not rule out the possibility of the presence of an SLD, including dyslexia.

9. How do the exclusionary factors listed in IDEA relate to the identification of dyslexia?

IDEA recognizes that an SLD does not include learning problems that are primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency. These are often referred to as exclusionary factors. A common misconception is that the mere presence of an exclusionary factor automatically rules out an SLD. This is not true. An exclusionary factor can coexist with an SLD (including dyslexia and related disorders).

MDTs and ARD committees need to consider the possibility that an SLD is not primarily resulting from exclusionary factors, particularly when students' academic skills are not progressing as expected despite receiving adequate instruction and appropriate supports and services to meet the needs that result from the exclusionary factors. It may be that the exclusionary factor does not fully explain the student's current academic underachievement. For some students, the exclusionary factor may be a contributing factor but is not what is primarily causing the observed academic underachievement. In these circumstances, an SLD may also be present. The presence of an SLD in addition to an exclusionary factor may create obstacles to learning and affect rates of progress and growth. Understanding if additional disabilities are present can help educators develop appropriate interventions and plan for an effective IEP that meets all the student's needs.

It is critical for educators to understand that having dyslexia makes reading and writing tasks difficult, which can lead to chronic stress and anxiety about academic performance, including for twice exceptional students who demonstrate both high achievement and evidence of one or more disabilities.

10. How do we determine unexpectedness?

If the MDT determines that the student exhibits weaknesses in reading and spelling, the team will then examine the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities (not limited to academics), sociocultural factors, language differences, irregular attendance, or lack of appropriate and effective instruction. **It is not one single indicator but a preponderance of data (both informal and formal) that provides the team with evidence for whether these difficulties are unexpected.** In other words, the following questions must be considered when making a determination regarding dyslexia:

- Do the data show the following characteristics of dyslexia?
  - Difficulty with accurate and/or fluent word reading
  - Poor spelling skills
  - Poor decoding ability
- Do these difficulties (typically) result from a deficit in the phonological component of language? (Be mindful that average phonological scores alone do not rule out dyslexia.)
- Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

11. Do we use dyslexia in the evaluation report and IEP, or do we use SLD in basic reading or reading fluency?

Dyslexia **is** an SLD. TEC §29.0031 states dyslexia is an example of and meets the definition of an SLD under IDEA. This is in conformity with IDEA's federal regulations at 34 CFR §300.8(c)(10), which specifically lists dyslexia as an example of an SLD. **The condition of dyslexia, if identified, must be documented and used in a student's evaluation report and any resulting IEP**. Only for purposes of the Public Education Information Management System (PEIMS) data entry will an ARD committee report simply "SLD" as the eligibility category, per 34 CFR §300.311,

The agency understands that most LEAs typically use the list of the eight common areas of underachievement for an SLD (e.g., basic reading skill, mathematics calculation, reading fluency skills, written expression, etc.), but there is no legal requirement to report that data to the state. Additionally, it would not be in alignment with the Handbook if an LEA operated under a rigid practice that only formal, standardized assessments can prove the presence or absence of dyslexia by whether or not a student meets a certain threshold for the basic reading or reading fluency area on those assessments. That said, in the case of dyslexia, **it is important to indicate the presence of dyslexia as the SLD in the IEP for purposes of instructional planning and communicating a student's needs.** Therefore, the agency expects that IEP program software vendors add the area of dyslexia to any type of pre-programmed options currently used for the areas of underachievement to also allow an ARD committee to indicate dyslexia as the type of SLD identified. Documentation of the identification of dyslexia is also important for purposes of any state monitoring of TEC §48.103 and the receipt of the dyslexia allotment for certain children.

12. Are there tests that rule in or rule out dyslexia?

No. There is no single instrument, score, or formula that will automatically rule in or rule out dyslexia. A formal evaluation includes both formal and informal data, and all data will be used to determine whether the student demonstrates a pattern of evidence that indicates dyslexia [p. 28].

Additionally, it is important to note that standardized instruments are not always sensitive to skill variations in young children. Therefore, when a child in kindergarten or grade 1, for example, is being evaluated because he or she is not meeting basic standards of early reading instruments despite active participation in high-quality reading instruction, an MDT will need to engage in extensive data gathering and not rely on standardized instruments alone.

13. What if a student is already receiving special education and related services but is now suspected of having dyslexia?

The ARD committee will follow requirements for a re-evaluation to determine evaluation needs and must follow the process for evaluation and identification for dyslexia as described in the Handbook.

14. How would a student be referred for Section 504 if an ARD committee determines the student has dyslexia but does not qualify for special education and related services?

When determining whether a student identified with dyslexia requires special education and related services, the ARD committee must carefully analyze the student's evaluation report and compare the student's data with the expectations of the student's same aged peers and enrolled grade level curriculum. If the student needs SDI because of his or her disability in order to meet those expectations – including through the provision of dyslexia instruction – then the ARD committee would determine the student eligible for special education and related services. If a student identified with dyslexia is not eligible for special education and related services because the ARD committee has determined that the student does not need dyslexia instruction (i.e., SDI), the student may be eligible to receive accommodations under Section 504. A student who is found not eligible under the IDEA but who is identified with dyslexia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and determine eligibility for Section 504, as necessary.

For students eligible for Section 504, a Section 504 committee will develop the student's Section 504 accommodation plan, which must include appropriate instructional accommodations to meet the individual needs of the student. A student identified with dyslexia and who needs dyslexia instruction would **not** be served under Section 504, as this is SDI.

15. Must an emergent bilingual (EB) student receive a certain number of years of bilingual or English as a second language (ESL) instruction before requesting consent to conduct a special education evaluation?

No, there is no fixed amount of time that an EB student must receive bilingual or ESL instruction before an evaluation for dyslexia or a related disorder is considered. Dyslexia is found in all student populations and languages. The identification and service delivery process for dyslexia must be aligned to the student's linguistic environment and educational background, and involvement of the Language Proficiency Assessment Committee (LPAC) is required. Additional data sources for EB students are provided in Figure 3.3 in the Handbook (p 28).

16. What if a parent/guardian does not consent to a special education evaluation (full individual and initial evaluation, or FIIE) when a student is suspected of having dyslexia and a need for special education and related services, or if a parent/guardian refuses to consent to the provision of special education and related services if the student is found eligible based on dyslexia?

As of the 2023-2024 school year, a student is not entitled to receive dyslexia instruction if a parent/guardian refuses to consent to an FIIE based on suspicion of dyslexia or to the provision of special education and related services after an ARD committee has determined that the student is eligible for special education based on the identification of dyslexia and a need for dyslexia instruction. Under IDEA at 34 CFR §300.300(b), a parent/guardian of a child with a disability is entitled to decline the provision of special education and related services. Because dyslexia instruction and the use of evidence-based dyslexia programs are considered SDI and therefore special education services, the provision of those services must follow the IDEA requirements. A parent's/guardian's refusal to consent to an evidence-

based dyslexia program through IDEA means that the parent/guardian is refusing the child's special education and related services. Therefore, if a parent refuses to consent to an FIIE or indicates that they may refuse consent, the parent/guardian should be informed of the following:

- The provision of an evidence-based dyslexia program is considered SDI, as that term is defined under IDEA. This means that an evidence-based dyslexia program is only available to students who are served under IDEA, which prescribes the legal requirements for special education and related services.
- Evidence-based dyslexia programs are not considered to be "regular" education aids and services. Regular aids and services are things like accommodations provided to a student to assist in classroom instruction and access to instruction, such as giving extra time for assignments and allowing speech-to-text capabilities when given a writing assignment. While a Section 504 accommodation plan could be appropriate for those needs, the need for an evidence-based dyslexia program crosses over into a special education need.
- Receiving special education and related services does not equate to a "place" where students are sent or that a student will necessarily see a dramatic shift in their services and schedules. The term special education and related services is drawn from IDEA and its terminology of requiring SDI because of an identified disability. IDEA provides unique parent/guardian and student protections under the law.
- Receiving special education and related services does not prevent a student from enrolling in and receiving support in advanced or honors courses, including college-credit bearing courses, solely because they are receiving these services.

Chapter 4: Critical, Evidence-Based Components of Dyslexia Instruction

1. How should an LEA document that the evidence-based dyslexia program(s) that it chooses to use meets the requirements of the Handbook?

Each LEA is responsible for knowing and being able to discuss how their evidence-based dyslexia program(s) addresses the following:

- The required components of dyslexia instruction;
- The required instructional delivery methods;
- How teaching the program with fidelity is defined (e.g., grouping formats, duration of program, required days and minutes for the instruction); and
- The PDI's training and skill level required for the program.

2. Why does an LEA have to consider an evidence-based dyslexia program for a student instead of initially developing its own SDI for a student with dyslexia?

An LEA's first consideration for every student who requires dyslexia instruction should be an evidence-based dyslexia program taught with fidelity and in accordance with all SBOE dyslexia program requirements. This is because the program has demonstrated evidence that students have made progress when provided the program with fidelity. The student's present levels of academic achievement and functional performance (PLAAFP) and the goals developed based on the PLAAFP will also target the student's specific reading goals as determined by the ARD committee. While a PDI is teaching the program, the PDI should always consider individual student needs while progressing through the program. As they track the student's progress on his or her IEP goals and through the program's progress monitoring checks, the PDI and cooperating special education teacher might determine that a student

requires additional services and supports, such as lowering the group size or utilizing a slower pace than what the program anticipates, while still maintaining the fidelity of the program. These types of determinations should be communicated to a parent/guardian, likely in the form of the required progress report, even when the additional services and supports do not affect the student's special education minutes or placement.

An ARD committee should only consider deviations from the program's fidelity requirements when data collection from progress monitoring, a student's PLAAFP, and other areas of the student's IEP clearly indicate the need for individualized modifications. **An ARD committee cannot create its own type of SDI when the evidence-based dyslexia program is adequate to meet a student's needs, with or without some additional supports, unless it can specifically identify how the modified plan will offer and monitor all required components of dyslexia instruction.**

3. How do you determine what is and what is not teaching with fidelity?

Modifications to the program's fidelity statements and expectations should be made only for the direct benefit of the student based on his or her individual needs and must not be made deliberately to circumvent the components of fidelity that do not directly benefit the student (e.g., expanding the recommended group size).

However, if there are accommodations made to a program's fidelity statements that do not circumvent the evidence-based results of the program, an LEA can still determine that the program is being taught with fidelity. For example, if a program's fidelity statement includes the provision of instruction for 45 minutes a day, 5 days a week but an LEA with a 4-day instructional week schedule provides the instruction for 1 hour a day, 4 days a week, the program could be considered as still being taught with fidelity as long as the scope and sequence of the program is not fundamentally altered.

4. How does an ARD committee discuss and document the use of an evidence-based dyslexia program in a student's IEP?

An ARD committee must address how the program addresses the required components of dyslexia instruction and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented with a focus on one or more components; how the program addresses the required instructional delivery methods and whether the student's PLAAFP or other areas of the IEP show evidence that the program must be supplemented to meet the student's needs; the fidelity statements/requirements that are included with the program and how those will be delivered and/or intensified for the student; and confirm that the PDI is fully trained in the instructional materials to implement the program and how to differentiate the program, as determined by the ARD committee.

The evidence-based dyslexia program will be documented as a special education service that is received in a special education location. An ARD committee will document frequency and duration of services in accordance with the evidence-based dyslexia program requirements unless the ARD committee is adding to or extending the SDI that is required to meet the student's needs.

TEA notes that the Handbook does not specifically require that the program being utilized by the LEA for the student be written in the student's IEP. However, given the specific program considerations that an ARD committee is required to discuss, it may make sense to the ARD committee that the program be listed in the student's IEP. Where these discussions are documented in a student's IEP would be at the discretion of the ARD committee.

TEA is currently discussing with stakeholders whether a dyslexia "supplement," similar to the nomenclature and implementation of the "autism supplement" that ARD committees use to discuss and include in an IEP when a student is identified with autism, would be helpful to the field and to parents.

5. Can a campus delay the provision of SDI if, for example, they do not otherwise have a beginner dyslexia instruction group to put the child in?

No. Once an IEP is developed, the parent consents to initial placement and services, and an implementation date has been determined, the provision of SDI must begin that aligns with the student's IEP. While it is possible that the PDI may need some time to observe and collect progress monitoring data on the student to determine an appropriate group in which to place the child to align the program with the child's needs before beginning the actual program, the student's IEP must be implemented without delay to provide the necessary SDI described in the student's IEP.

6. Should students currently receiving dyslexia instruction under Section 504 be removed from this instruction?

LEAs cannot unilaterally decide to discontinue the provision of an evidence-based dyslexia program to a student who currently receives it through a Section 504 accommodation plan. Additionally, if a student is currently receiving only instructional accommodations and other general education aids and services under a Section 504 accommodation plan (i.e., is not being provided an evidence-based dyslexia program), an LEA cannot discontinue those protections and plan with the exception of the already required periodic Section 504 reviews to document a student's continued impairment and continued need for 504 protections.

Because TEC §29.0031 has been in effect since the beginning of the 2023-2024 school year, Section 504 committees of students who are receiving dyslexia instruction through a Section 504 accommodation plan should have already been discussing the need for an FIIE if the student continues to require this instruction, and, if so, those referrals for an FIIE should have taken place. Remember that an LEA must refer the student for an FIIE if he/she requires the SDI. In these cases, the student should continue to receive instruction through an evidence-based dyslexia program while awaiting parental consent for the FIIE, its completion, and the subsequent eligibility determination. ARD committees must make eligibility determinations so that each eligible student could begin services under an IEP as soon as possible but no later than the beginning of the 2025-2026 school year.

Note that many of these students may have had a recent FIIE as part of the identification of dyslexia (a requirement since the 2021 update to the Handbook), and the ARD committee may have determined the student was not eligible to receive special education services. In these cases, an LEA must still operate as if a new initial evaluation is taking place, which means asking parents/guardians to provide informed consent for evaluation and adhering to 34 C.F.R §300.301 and 19 TAC §89.1011. However, during the review of existing evaluation data (REED), the MDT, which includes input and data from the student's parents/guardians, might determine that an updated student observation and collection of recent informal student data would be the only items necessary to include along with the recent evaluation report to determine eligibility and educational needs. If the parent/guardian of a student receiving this type of instruction under a Section 504 accommodation plan refuses to consent to an FIIE, the LEA has the option of using due process and/or mediation to seek consent to evaluate.

If an LEA receives a transfer student identified with dyslexia who was receiving an evidence-based dyslexia program through a Section 504 accommodation plan at the student's former LEA, the receiving LEA should take the necessary steps to accept and implement the Section 504 accommodation plan. The receiving LEA should provide the student the evidence-based dyslexia program while it initiates the process to refer the student for an FIIE.

7. If a student is not entitled to an evidence-based dyslexia program because a parent/guardian refused consent for an FIIE or the provision of special education and related services, what is the LEA's obligation to provide the student supports?

For those students who are having difficulty in the general classroom, all LEAs must consider tutorials, interventions, and other academic or behavioral support services available to all students, including a multi-tiered system of supports (MTSS). A parent's/guardian's refusal to consent to an FIIE does not

prohibit the student from receiving other support services from which they may benefit and that are available to all students. A student with a Section 504 accommodation plan would also be entitled to those support services. However, an evidence-based dyslexia program is considered SDI (i.e., a special education service not available to all students); therefore, the program will be provided to students whose parents/guardians consented to the provision of special education and related services. Note that a reading intervention program that addresses all of the required components and instructional methods of dyslexia instruction as listed in the Handbook would be considered an evidence-based dyslexia program. While a student determined to be at risk for dyslexia or other reading difficulties based on a dyslexia screener would likely receive temporary targeted interventions as part of the LEA's data-gathering process to determine whether the student is suspected of having dyslexia – which will likely overlap with some of the same components and instructional methods – it would be inappropriate to utilize a program that is designed to be used for dyslexia instruction through the LEA's MTSS. LEAs are reminded that they must comply with TEC §26.0081 whenever a child begins to receive intervention strategies. One requirement is that LEAs must provide parents/guardians notification. Additionally, LEAs are reminded that they cannot deny a parent's/guardian's request or delay an LEA referral for a special education evaluation for their child based on a requirement that students receive interventions and supports for a specific amount of time.

8. Can a fully online program be used as long as it meets the components and methods?

Current research does not support the teaching of reading through an asynchronous, online program. While a synchronous program with live access to a trained PDI may be able to meet all required components and methods for dyslexia instruction and therefore be acceptable, an ARD committee will need to discuss if this meets a student's needs. Any program that does not provide access to a synchronous PDI could only be used for practice or reinforcement and must not be used as a substitute for, or an alternative to, following the program's fidelity requirements.

9. Is the IEP goal progress report enough to satisfy the dyslexia progress report?

Potentially. TEC §29.0031(d) requires that at least once each grading period, an LEA must provide a parent/guardian of a student who is receiving an evidence-based dyslexia program with information regarding the student's progress as a result of the student receiving that instruction. To the extent that the student's IEP goals – for which progress is already required by law to be reported each grading period – address the student's progress in the instruction, they could meet the same purpose. Note that any student receiving dyslexia instruction through a Section 504 accommodation plan until the end of the 2024-2025 school year would also require a progress report.

10. What are the requirements for a PDI?

Every PDI must be fully trained in the LEA's adopted instructional materials for students with dyslexia. Each LEA is responsible for ensuring compliance with this requirement. A PDI does not have to be a certified special education teacher unless the individual is employed in a special education position that requires that certification. LEAs will determine whether the position requires the certification.

The most highly trained and qualified individuals need to be the ones providing dyslexia instruction, including in an evidence-based dyslexia program. LEAs should strive to have the most highly trained and qualified individuals (e.g., CALTs, CALPs, LDTs) providing dyslexia instruction. It may divert from those efforts if LEAs use the approach of quickly training certified special educators to become PDIs as an alternative to these highly trained individuals. Similarly, requiring an LDT, CALP, or CALT to become a certified special educator may significantly reduce the applicant pool of well-qualified PDI candidates.

Because paraprofessionals must work under the supervision of teachers, a paraprofessional cannot be the person providing instruction to students in the evidence-based dyslexia program.

While literacy achievement academies are valuable resources for any teacher involved in the science of teaching reading, completion of this academy does not meet the requirements for a PDI to be considered fully trained in the LEA's instructional materials for dyslexia.

There are three relevant statutory sections in the TEC that reference training and/or education requirements for educators who teach students with dyslexia.

- TEC §21.054(b) and (c) reflect that continuing education requirements for educators who teach students with dyslexia must include training regarding new research and practices in educating students with dyslexia, which may be offered in an online course.
- TEC §21.4552(b-1) reflects that completion of a literacy achievement academy by an educator who teaches students with dyslexia satisfies the continuing education requirement described above under TEC §21.054(b) and a training requirement adopted by the SBOE pursuant to TEC §38.003 related to the screening or treatment of a student for dyslexia and a related disorder.
- The third reference is TEC §29.0032(b), which states that completion of a literacy achievement academy under TEC §21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia and related disorders does not satisfy the requirements for the PDI to be considered fully trained in the LEA's instructional materials for students with dyslexia.

These statutes address different requirements. Firstly, TEC §21.4552(b-1) refers to the completion of a literacy achievement academy counting for continuing education for an educator's teaching certificate and/or a training requirement adopted by the SBOE related to the *screening or treatment* of a student for dyslexia or a related disorder. 19 TAC §74.28 defines "screening" as the administration of the universal screening instruments required in kindergarten and grade 1 and "treatment" as instructional accommodations under a Section 504 accommodation plan or instructional accommodations, modifications, and/or the provision of dyslexia instruction in accordance with a student's IEP. The SBOE requires, through text in the Handbook, that the individuals who administer the universal screeners be trained on the actual screener being used. Thus, while literacy achievement academies can fulfill training on the overall requirement to administer screeners, they do not count for the training that is required on the specific screener to be used. Additionally, there is no specific SBOE training requirement in relation to "treatment," as that word is defined in the rule. TEC §29.0032(b), however, requires that PDIs must be fully trained in the *district's adopted instructional materials for students with dyslexia*, which is not an SBOE training requirement related to the screening or treatment of a student for dyslexia or a related disorder. Furthermore, that same state law specifically states that a literacy achievement academy does not suffice for being trained in the district's adopted instructional materials for students with dyslexia. Thus, while a PDI could complete a literacy achievement academy for purposes of continuing education for their educator certificate, the PDI could not count the completion toward being trained for their specific role as a PDI.

11. What role does a PDI play in the development and implementation of an IEP?

The PDI will play a critical role in the development of a student's IEP. The PDI should be most familiar with the student's progress and present levels of reading performance through the provision of the evidence-based dyslexia program. If the PDI is not also the special education teacher who works with the student, the PDI and special education teacher need to collaborate on all areas of the student's IEP and progress monitoring. Note that a PDI who is not a certified special education teacher cannot fill the role of a special education teacher as a required ARD committee member, so both will likely be a part of the ARD committee. As a reminder, under 34 CFR §300.321(a)(6), an LEA or parent/guardian can invite to an ARD committee meeting any person who has knowledge or special expertise regarding the child.

While TEA recognizes that staffing shortages exist across the state and respects LEA efforts to be strategic in hiring individuals to fulfill dual and specialized roles where possible, TEA cautions LEAs against an approach of using professionals like LDTs or CALTs outside of their expertise. While an LDT or CALT who is also a certified special educator might allow that professional to case manage and provide indirect supports to a student who is only receiving SDI because of the provision of an evidence-based dyslexia

program, best practice would indicate to not divide that individual's expertise and require other special education duties simply because the LDT or CALT is also a certified special educator. For example, if an LEA requires that its PDIs be both LDTs and certified special education teachers, that LDT would ideally not be assigned a role requiring the individual to teach content knowledge in math to another student receiving special education and related services simply because their teaching certification allows for it.

12. What role does the special education teacher play in the development and implementation of a student's IEP?

If the PDI is not a special education teacher, a certified special education teacher is required to be involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student in the general education classroom and/or in collaboration with the student's general education classroom teacher and the PDI. The special education teacher in this scenario is likely to collaborate with the PDI and the rest of the ARD committee in the development of the student's PLAAFP and the development and implementation of the student's annual goals related to dyslexia. The special education teacher is also likely to collaborate with the student's other teachers to assist with the provision of accommodations or lesson planning. However, it is possible that a special education teacher could provide direct support in a general education setting in other content areas because of the student's identified dyslexia or other identified disabilities.

13. Once the student completes the "program," does that mean the student's SDI is complete?

A student's need for an evidence-based dyslexia program does not automatically end simply based on the student's progression through a program's full sequence of lessons. Even when a student completes the program's sequential lessons, the PDI and cooperating special education teacher should work to identify whether the student continues to exhibit a need for an evidence-based dyslexia program based on identified skill gaps or any required components that need to be targeted in order for the student to meet his or her IEP goals. Under no circumstances should an LEA contact a parent/guardian and state that the need for special education and related services has concluded based on the completion of a program; this is an ARD committee decision and must be made based on student data, not the completion of a program. LEAs also need to remember that a student with a disability cannot be dismissed from special education without a reevaluation, which includes a REED.

14. If a student no longer needs an evidence-based dyslexia program or other SDI, might that student eventually be exited from special education and placed on a Section 504 accommodation plan?

Under IDEA, it is possible for a student to no longer require special education and thus no longer qualify for an IEP. A school may only exit a student from special education after following all applicable procedures, including a reevaluation and a REED. When an ARD committee determines a student with dyslexia no longer requires an evidence-based dyslexia program or other SDI, it might determine that the student still would benefit from general education aids and services (e.g., instructional accommodations). In that case, if an evidence-based dyslexia program or other SDI for dyslexia or another SLD was the only special education and related services the student received, the ARD committee could determine that the student no longer meets prong 2 under IDEA (the student's need for SDI), exit the student from special education, and a Section 504 committee should determine eligibility and consider the student's need for a Section 504 accommodation plan as necessary.

15. How is dyslexia instruction impacted for EB students?

The provision of dyslexia instruction should be in accordance with the program model the student is currently receiving (e.g., dual language, transitional bilingual, ESL). Dyslexia instruction for EB students must also incorporate the English Language Proficiency Standards (ELPS). The ARD committee for an EB student must include a member of the LPAC and consider what language allows the student to adequately access dyslexia instruction and the student's current language of classroom instruction.

Chapter 5: Dysgraphia

1. Is a dysgraphia evaluation separate and apart from an SLD evaluation?

No. Dysgraphia **is** an SLD. The Handbook does list specific evaluation domains and questions that must be considered when determining the presence of dysgraphia. However, this does not mean it is a separate evaluation. The MDT will be completing a comprehensive evaluation for the presence of an SLD, which includes those domains and questions in the Handbook associated with dysgraphia. Dysgraphia identification is then based on the preponderance of evidence.

2. Are there tests that rule in or rule out dysgraphia?

No. There is no single instrument, score, or formula that will automatically rule in or rule out dysgraphia.

Additionally, it is important to note that standardized instruments are not always sensitive to skill variations in young children. Therefore, when a child in kindergarten or grade 1, for example, is being evaluated because he or she is not meeting basic standards of handwriting despite active participation in high-quality handwriting instruction, an MDT will need to engage in extensive data gathering and not rely on standardized instruments alone.

3. How do we categorize dysgraphia within the eight SLD areas listed in 34 CFR 300.309(a)(1)(i)-(vii) in an evaluation and an IEP?

Dysgraphia, as described in the Handbook, is a neurodevelopmental disorder characterized by illegible and/or inefficient handwriting due to difficulty with letter formation. It goes on to state the difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms).

TEA often gets questions in relation to how to document dysgraphia within the eight SLD areas listed in federal regulations and in 19 TAC §89.1040. Those areas are oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. The question primarily comes up since the Handbook description of dysgraphia says that secondary consequences of dysgraphia *may* include problems with spelling and written expression.

For purposes of state data collection on student eligibility for special education and related services, only the category of SLD is reported. The area of SLD difficulty is not reported. However, most LEAs use IEP programs that document the area of SLD difficulty. To that end, as mentioned in the question about related disorders in the Chapter 1 section, there is nothing that would prohibit an MDT or an ARD committee from using the term dysgraphia as *the* SLD for which a student qualifies for special education and related services.

Therefore, dysgraphia could be added to the list of SLD areas for LEAs to indicate through their IEP programs as *the* SLD for which a student is eligible. To the extent that is not done, dysgraphia would fit within the area of written expression. Whereas written expression is generally referred to as the ability to communicate thoughts and ideas through writing, the area of written expression should also be viewed as including illegible and/or inefficient handwriting due to difficulty with letter formation, which is caused by deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms). In other words, the area of written expression for purposes of the area of SLD eligibility includes handwriting, writing fluency, and spelling.

However, just as it is important to list dyslexia in an evaluation report and any resulting IEP for purposes of instructional planning and identifying and documenting a student's needs, the same importance applies to the identification of dysgraphia.

4. When would it be appropriate for an occupational therapist to be a part of the MDT and/or ARD committee?

Because of the graphomotor component (hand movements used for writing) of dysgraphia, it would likely be appropriate for an occupational therapist to be a part of the MDT involved in the evaluation. The occupational therapist would be a part of the ARD committee if deficits in graphomotor function are identified to assist in determining whether a student qualifies for special education and related services and developing any resulting IEP.

5. How should an ARD committee determine the second prong of special education eligibility (i.e., the need for SDI) for a student with dysgraphia?

This will be an individualized determination, as it is for each ARD committee. However, it is important to remember when reviewing the student's evaluation report and the identification of dysgraphia based on the preponderance of evidence (from multiple measures, both formal and informal), that specific information should be included about how the disability affects access to and progress in the student's enrolled grade level curriculum. If the evaluation report and ARD committee ultimately determine that the content, methodology, or delivery of instruction of enrolled grade level curriculum must be adapted for that student (i.e., need for SDI) because of his or her unique needs due to the identification of dysgraphia, then the ARD committee would determine that the student is eligible for special education and related services. Section 504 addresses accommodations as opposed to SDI.

6. What type of SDI is appropriate for dysgraphia?

Dysgraphia may occur alone or with dyslexia or other disabilities. An ARD committee will need to determine whether a child with dysgraphia needs explicit, systematic instruction in handwriting only; handwriting and spelling; or handwriting, spelling, and written expression along with word reading and decoding. More information around the delivery of effective instruction for students with dysgraphia can be found in the Handbook on page 65.

Other Frequently Asked Questions About Dyslexia and Related Disorders

The remaining items reflect FAQs TEA receives about dyslexia-related issues.

1. How did the changes to 19 TAC §74.28 impact the requirements for the parent education program?

19 TAC §74.28 formerly required a parent education program for parents/guardians of students with dyslexia and related disorders. The program included awareness and characteristics of dyslexia and related disorders; information on testing and diagnosis; information on effective teaching strategies; information on the qualifications of those delivering services; awareness of information on accommodations and modifications; information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and contact information for the relevant regional and/or LEA specialists.

The revised rule, effective June 30, 2024, states that an LEA must provide to parents of students enrolled in the LEA information on: the characteristics of dyslexia and related disorders; evaluation and identification of dyslexia and related disorders; effective instructional strategies for teaching students with dyslexia and related disorders; the qualifications of and contact information for PDIs at each campus or school; instructional accommodations and modifications; the steps in the special education process, as described in the form developed by TEA to comply with TEC §29.0031(a)(1); and how to request a copy and access the electronic version of the Handbook.

2. Are there certain definitions LEAs should consider when revising their procedures related to dyslexia screening, evaluation, identification, and instruction?

Yes. 19 TAC §74.28(a), effective June 30, 2024, added definitions that will assist LEAs in aligning their local procedures. Those definitions relate to screening, testing, treatment, direct dyslexia instruction, and provider of dyslexia instruction.

3. What is the responsibility of the local school board of a school district or the governing board of an open enrollment charter school in their district or school complying with state and federal law and rule in relation to dyslexia screening, evaluation, identification, and instruction?

Both TEC §38.003 and 19 TAC §74.28 require that the board of trustees of a district, or governing board of an open-enrollment charter school, provide for the treatment of any student determined to have dyslexia or a related disorder; and adopt and implement a policy requiring the district or school to comply with all rules and standards adopted by the SBOE to implement its program, including the Handbook and guidance published by the commissioner to assist with the district or school in implementing the SBOE program.

When a district or school's administration develops operating procedures related to dyslexia screening, evaluation, identification, and instruction, they must comply with and be in alignment with the Handbook. There is no direct statutory requirement for operating procedures around dyslexia; however, there are many decision points within law and the Handbook that a district or school's administration would want to make through the development and implementation of operating procedures. For example, the date or date range on which the district or school will conduct the first grade screener, given that the SBOE requires this be administered as close to the middle of the school year as possible but no later than January 31. Another topic covered in procedures might be who the district or school expects to serve on the screener data interpretation team for each student. It is very important, however, that locally developed operating procedures stay up to date with SBOE rules, the Handbook, commissioner rules, and other relevant state or federal requirements.

As part of its monitoring responsibilities, TEA can ask for artifacts to show that a district or school is complying with statute, including operating procedures. To meet the policy requirement, an LEA would show evidence of the actual board policy.

4. Are students who are receiving special education and related services but who are not identified specifically with dyslexia or dysgraphia (or another related disorder) prohibited from receiving SDI in reading, handwriting, spelling, or written expression?

No. An ARD committee will determine the SDI that is necessary for that student, regardless of the IDEA eligibility category with which the student is identified. This would include a student, for example, whose ARD committee determines that an evidence-based dyslexia program would be necessary to provide FAPE to a student who was receiving special education and related services but not identified specifically with dyslexia. However, an ARD committee cannot make these types of decisions in lieu of their Child Find responsibilities to identify students with any eligible disability or to avoid an evaluation, which is critical to the disability identification process and determination of necessary SDI.

5. Can PDIs be paid through federal or state special education funds?

Yes. PDIs will be providing instruction through the evidence-based dyslexia program that is considered a special education service documented in the IEP. Because the services are required to provide FAPE, special education funds may be used for those positions, even if the PDI is not certified in special education.

6. What can parents/guardians do if they feel their child's LEA is not adhering to state or federal requirements in relation to dyslexia screening, evaluation, identification, or instruction?

If parents/guardians feel their child's LEA is not adhering to state or federal requirements, they can ask the school about the dispute resolution options offered to parents. Every LEA is required to have a grievance policy and procedures for parents. There may be instances when parents/guardians wish to file complaints with TEA. TEA offers four formal options for resolving special education disagreements: state IEP facilitation, mediation services, the special education complaint resolution process, and the due process hearing program. More information about special education dispute resolution options is available on the TEA website.

7. What data do LEAs report regarding dyslexia?

There are several data elements that are important to students identified with dyslexia.

TEC §48.009 requires LEAs to indicate the number of students who are identified as having dyslexia. This dyslexia indicator code is reported two times per year. The first response for an LEA is to answer with yes or no as to whether a student is identified with dyslexia or a related disorder. If the response is yes, a secondary data element is collected as to whether the student is receiving special education services or is receiving accommodations under Section 504.

The second data element is what is referred to as the dyslexia services code. This code is directly linked to the dyslexia indicator code and also prompts the dyslexia allotment eligibility under TEC §48.103. This data is submitted in the summer. For purposes of the dyslexia allotment, both the dyslexia indicator code and the dyslexia services code apply the same way to a student who is identified with dysgraphia.

The dyslexia risk code is associated with TEC §38.003, which refers to whether or not the universal screening required in kindergarten and grade 1 indicated that the student was at risk for dyslexia. Because there are required timelines to complete the screeners, if an LEA submits a code that indicates that a screener was not administered to a child, a subsequent exception reason must be collected. The acceptable exception reason codes are things such as a student withdrew before the screener was scheduled to be administered, a parent refused the screener, or an ARD committee determined that the screening was inappropriate or unnecessary. If an LEA uses an exception code that is not allowed, it will constitute noncompliance with the legal requirement to screen students for dyslexia in kindergarten and grade 1.

8. What does TEC §38.003(b-1) mean when it says a student, "…may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from the previous screening or testing of the student?"

Students receiving special education and related services already have a required re-evaluation process, which must occur every three years. The first step in any re-evaluation is a REED. Therefore, a REED would already require the review of previous student information, thereby complying with the intent of TEC §38.003(b-1). In situations where a student is identified with dyslexia and is being served under a Section 504 accommodation plan, a Section 504 committee would not be able to reassess the student's need for those accommodations without reviewing the student's previous information around screening and evaluation for dyslexia.

9. How have the program intent codes (PICs) changed because of current state law and the Handbook?

The Financial Accountability System Resource Guide (FASRG) has been updated as a result of recent changes to state law and SBOE rule around dyslexia. Because LEAs must expend 100% of their dyslexia allotment on dyslexia-related expenses, it is also important to code expenses to the appropriate program intent codes (PICs). The FASRG maintains the PIC of 37, which is used for dyslexia-related screening, evaluation, and identification. The FASRG also maintains the PIC of 43, which is used for dyslexia-related expenses associated with students who are identified with dyslexia or a related disorder and receive special education services. Moving forward, then, expenses associated with anything up to the actual dyslexia instruction that is provided could be coded to PIC 37, and once SDI is provided, those expenses are coded to PIC 43.

10. Can a parent/guardian request a dyslexia evaluation at any time? Can an LEA require participation in some interventions before evaluating?

A parent/guardian has the right to request a special education evaluation at any time for their child. While parents/guardians sometimes ask for a "dyslexia" evaluation, it is the LEA's responsibility to explain that this means a comprehensive special education evaluation that adheres to IDEA requirements. The LEA cannot require a student to participate in interventions and support services for any specific length of time prior to a referral being made or a special education evaluation being conducted.

11. What happens if a parent/guardian presents the school with an outside evaluation that indicates dyslexia or a related disorder?

If a parent/guardian presents the school with an outside evaluation that indicates dyslexia or a related disorder, this may indicate the need for an evaluation. Multiple data sources must be considered, and the cumulative impact may rise to the level of suspecting a disability and need for special education services.

If the parent of a child receiving special education services obtains an IEE at the LEA's expense or shares an evaluation obtained at private expense, the ARD committee must consider the results of that evaluation, if it meets the LEA's criteria, when making decisions involving the provision of a FAPE to the child. The ARD committee must include an individual from the LEA who can interpret the instructional implications of evaluation results. While the ARD committee, including the parents, must consider the results of an IEE as explained above, the committee is not required by law to adopt the IEE provider's recommendations or conclusions.

12. What if a parent/guardian disagrees with the school's evaluation?

The parent/guardian has the right to obtain an independent educational evaluation (IEE) of their child if they disagree with the dyslexia evaluation of their child that was obtained by the school. When the parent asks for an IEE, the school must give the parent/guardian information about its evaluation criteria and where to get an IEE. A parent is not necessarily limited to the list provided by the LEA of where to get an IEE, but in order to obtain the evaluation at public expense, the evaluation and evaluator must meet the same criteria that the LEA uses to the extent the criteria is consistent with the parent's right to an IEE. If the parent/guardian requests an IEE for their child at public expense, the school must, without unnecessary delay, either: (a) file a due process complaint to request a hearing to show that its evaluation of their child is appropriate; or (b) provide an IEE at public expense, unless the LEA demonstrates in a hearing that the IEE that the parent obtained did not meet the LEA's criteria.

For an IEE to be paid at public expense, it must meet the same criteria that the LEA uses when evaluating for the same suspected disability, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's right to an IEE. An evaluation must be administered by trained personnel and in conformance with instructions provided by the producer of evaluation materials. In the case of a suspicion of dyslexia, one of the qualified professionals required would be an LDT, a person with the most advanced dyslexia related certification as described in the Handbook, or a person with the required training that is listed in the Handbook.

LEAs should remember that an IEE paid at public expense cannot impose any criteria or requirements that creates a barrier for a family to obtain the information; this may include a practice of always having every family pay for an evaluation upfront with LEA reimbursement at a later date.

13. What if the LEA receives a request for a dyslexia evaluation from a private school student?

Because evaluating for dyslexia falls under an FIIE, LEAs must follow their required Child Find procedures in these instances. The LEA where the private school is located is responsible for conducting the FIIE. Note that if a parent requests the LEA of the student's residence to conduct an evaluation for purposes of making FAPE available to the student, that LEA must conduct an evaluation if it suspects that the child has a disability. Private schools in Texas include students who are homeschooled.

14. Are there restrictions as to when (such as outside the school day) an LEA can require the provision of SDI, such as the provision of an evidence-based dyslexia program, to a student.

The LEA is responsible for the provision of a free appropriate public education (FAPE) to a student. In the case of a student receiving an evidence-based dyslexia program – which typically requires a certain number of minutes per day or majority of days per week – it can be difficult to accommodate this instruction into a student's daily schedule. While an ARD committee, which includes the student's parent/guardian (or adult student), can make adjustments to accommodate the student's schedule while still developing an IEP that offers a FAPE, an LEA should not mandate the provision of special education and related services outside of school hours. An LEA also should not unilaterally decide that all students who need to receive instruction through an evidence-based dyslexia program must give up specials (e.g., music, art) or a chosen elective in order to receive that instruction. Again, whereas an ARD committee can come to agreement on certain scheduling decisions, an LEA must not place certain conditions on a student or student group that they would not impose on other students simply because of the identification of a disability and the need for special education and related services. If the evidence-based dyslexia instruction that is being considered is outside of school hours or as a replacement for a non-core class or elective, it needs to be an ARD committee decision and must not be a unilateral decision of the LEA. If the LEA and parent disagree regarding the evidence-based dyslexia program or SDI instruction time that is provided during non-core classes/electives or outside of the school day, this must be documented in the IEP, and the parent must be provided prior written notice of any resulting change in placement. LEAs are encouraged to schedule special education services first when developing the master schedule for any given school year. Providing a zero hour/advisory period/homeroom time during the school day may provide needed flexibility in a master schedule.

15. When should assistive technology (AT) be considered for a student with dyslexia or a related disorder?

Part of an ARD committee's responsibility is to determine if AT is necessary for a child in order to provide a FAPE. That means that each time an ARD committee develops, reviews, or revises a student's IEP, the committee must consider whether the child requires AT devices or services.

When initially evaluating a student for dyslexia or a related disorder, the MDT might determine that a formal AT evaluation (referred to as a functional evaluation) is an appropriate AT service for purposes of the FIIE. However, whether or not a functional AT evaluation is part of the FIIE, the MDT should consider in the evaluation report potential AT services or devices that may benefit the student should the ARD committee determine that the student is eligible for special education and related services. When an ARD committee determines that AT devices and services are needed, those would be a part of the special education and related services and supplementary aids and services that are written into an IEP.

The U.S. Department of Education issued guidance in January 2024 about the myths and facts of AT that is helpful to review.

16. How does dyslexia instruction affect a student's instructional arrangement code?

Because dyslexia instruction is a special education service provided in a special education setting (assuming the child is pulled out of their general education setting to attend the dyslexia instruction), it will impact the student's instructional arrangement (IA) code. The ARD committee will follow the processes in the Student Attendance Accounting Handbook to determine the student's IA code.

17. What is an LEA's responsibility to evaluate or re-evaluate if a student is seeking to enroll in college, and the college is requiring an updated evaluation?

The LEA is not responsible for evaluating or re-evaluating for purposes of college admission. If the college the student is seeking enrollment in meets the definition of an institution of higher education under TEC §61.003, state law at TEC §51.9701 prohibits the institution from reassessing a student determined to have dyslexia for the purposes of assessing the student's need for accommodations until the institution re-evaluates the information obtained from previous assessments of the student.

Students receiving special education and related services who are graduating or exiting due to age must receive a summary of performance (SOP) when they leave. An SOP includes information about the student's current academic achievement, current functional performance, and the student's postsecondary goals. When completing this, the ARD committee will determine if a student's evaluation is current, and, if it is, is not required to complete another evaluation. If a student is graduating having taken one or more courses with modified curriculum, however, an evaluation must be included as part of the SOP.

18. Does a student need to be in a certain grade level before he or she is evaluated for dyslexia?

No. Data related to reading achievement and progress of all students should be continuously monitored and reviewed. Data collection and analysis in young children is very often done by observation to determine if a student is demonstrating unexpected poor performance in reading and spelling despite high quality reading instruction.

19. Must each campus offer dyslexia instruction?

Because dyslexia instruction is SDI, placement and location of those services will be an ARD committee decision, made in accordance with federal requirements around least restrictive environment.

This FAQ is informational only and not intended as, nor should it be considered as, providing legal advice. For legal advice on specific implementation issues, please consult an attorney.

MEMORANDUM OF UNDERSTANDING

BETWEEN EDUCATION SERVICE CENTER REGION 13 AND

Austin ISD

THIS MEMORANDUM OF UNDERSTAND ("MOU") is entered into by and between EDUCATION SERVICE CENTER REGION 13 ("ESC Region 13") and Austin ISD ("Entity"), for the following purpose Title I, Part C Migrant Education Program. This MOU also established the framework under which Entity will work cooperatively with ESC Region 13 to provide the services ("Service"), more fully described in Scope of Work, attached hereto as **Exhibit A**.

RECITALS

WHEREAS, the Parties wish to enter into this MOU for the purpose outlined below and the Parties agree to follow the agreed upon guidelines to provide the services in this agreement;

WHEREAS, the Parties wish to enter into this MOU for purposes of establishing a framework of cooperation, clarifying the scope, and nature of the services to be rendered.

NOW, THEREFORE, ESC Region 13 and Entity (separately referred to as "Party" and jointly referred to as "Parties") agree to the following:

MEMORANDUM OF UNDERSTANDING

1. **SERVICES TO BE PERFORMED:** ESC Region 13 and Entity are negotiating and plan on entering into an agreement for the services specified in the Scope of Work, attached hereto as **Exhibit A**.

2. **TERM, MODIFICATION AND TERMINATION:** This MOU may be amended by mutual agreement of both Parties, and it is understood by both Parties that at any time this MOU may be terminated by thirty (30) day written notification from either Party to the other, effective the date in which the notice was properly addressed and sent. The Term of this MOU is set out in **Exhibit A**, including any renewals.

3. **MOU AS NON-BINDING:** This MOU is being signed by the Parties to evidence their principle, non-binding intentions. The Parties acknowledge that no legally binding obligations are intended to arise between them as a result of the signing of this document. Binding obligations are only intended to arise upon the Parties signing a separate written agreement.

4. **ALLOCATION OF RISK AND CAUSE OF ACTION**: Any action taken by either Party in anticipation of the execution of a future agreement pursuant to this MOU will be at the sole risk of that Party. Entity understands and agrees that the ESC Region 13 has certified no funds under this Agreement, and Entity shall have no cause of action whatsoever for money against ESC Region 13 under this Agreement irrespective of the nature thereof. The Entity's sole remedy for breach of any provision of this Agreement is termination.

5. **LEGAL RELATIONSHIP:** This MOU shall be construed as a statement of purpose to promote a genuine and mutually beneficial collaboration between the Parties. The Parties agree and acknowledge that nothing contained in this MOU constitutes any of them as agent, partner, joint venture or trustee of any other of them, or to have authority or power to act for, or create or assume any responsibility or obligation on behalf of any other Party.

6. **PUBLIC RECORDS:** It will be the independent responsibility of the Parties to comply with Chapter 552, Government Code (Public Information Act), as it applies to the Contracting Parties' respective information. Neither Party is authorized to receive public information requests or take any action under the Public Information Act on behalf of the other Party.

7. **VENUE:** Mandatory and exclusive venue of any dispute between the Parties to this MOU shall be in Travis County, Texas.

By signing this Agreement, both Parties acknowledge that they are duly authorized to sign on behalf of their Party and will actively abide by its terms.

Austin ISD
Entity Name

Christine Fox (Jan 6, 2025 12:44 CST)
Signature

Jan 6, 2025
Date

Print Name: Christine Fox

Title: Executive Director

EDUCATION SERVICE CENTER REGION 13:

Ana Segulin
Ana Segulin (Dec 19, 2024 11:11 CST)
Signature

Dec 19, 2024
Date

Print Name: Ana Segulin

Title: Coordinator of Multilingual Support

Authorized Representative of the Receiving Party shall sign this agreement and return to the ESC Region 13 contact listed below to be countersigned. You will receive one completed copy after the contract is fully executed.

ESC Region 13 Contact: Renee Martin

Email: renee.martin@esc13.txed.net

Ph #: 512-919-5216

Exhibit A
To Memorandum of Understanding

1. **Term:** The Term of this MOU is from September 1,20 24 and expires on August 31,20 25.

2. **Renewal**: *(Check one)*
   - [x] This agreement is not subject to renewal.
   - [ ] This agreement may be renewed for up to _____ additional one-year terms upon mutual agreement of both Parties at least thirty (30) days prior to the date of termination.

3. **Scope of Work:** The services to be provided, including a detailed description of the services, are as follows:

3.1 ESC Region 13 and Entity will collaborate on the following:

To assist all migratory students in meeting challenging academic standards and achieving graduation from high school (or a certificate of high school equivalency or HiSET) with an education that prepares them for responsible citizenship, further learning, and productive employment. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school. [ESEA as amended by ESSA, Sec. 1301]

3.2 Region 13's Duties and Responsibilities and Entity will collaborate on the following:

When an LEA elects to receive their migrant funds as an SSA Member District and an ESC designates they will be a fiscal agent, both are agreeing to fully and appropriately implement the Title I, Part C Migrant Education Program. They are partners, and program implementation becomes a coordinated effort. In order for the SSA to work effectively, both the SSA Member District and the ESC must communicate, collaborate, and assume equal responsibility for their migratory students and families.

3.3. Entity's Duties and Responsibilities:

See attached Service Abstract

Region 13 Education Service Center
ESSA Title I, Part C Migrant Education Program Shared Service Arrangement (SSA)

SERVICE ABSTRACT

This Letter of Agreement establishes a Shared Services Arrangement (SSA) between Education Service Center Region 13 and the signing Member District(s)/Charter school(s), in which Region 13 will serve as the Fiscal Agent.

Program Assurance

- Region 13, as the Fiscal Agent for the SSA, is responsible for ensuring that funds are used in accordance with the Title I, Part C Fiscal and Program Provisions and Assurances and the requirements of the Texas Education Agency (TEA) Financial Accountability System Resource Guide.
- Submits the grant application on behalf of the membership. An LEA that is a member of an SSA is not responsible for completing the program schedule or budget for the applicable fund source.
- Ensures that funds are used in accordance with grant provisions.
- Maintains all SSA financial and personnel records required by TEA, in accordance with Financial Accounting and Reporting (FAR).
- Manages the SSA in accordance with federal statute(s).

Administrative Guidelines of Consortium – Organization

- The Executive Director of Region 13 and the Superintendent or Designee of the Member District(s)/Charter are the authorities enacting the fiscal and programmatic components of this SSA.
- Region 13 will hire and maintain staff for implementation of Migrant Education Program required activities. The staff will consist of; Recruiter(s), Education Specialist, TX-NGS Specialist, Program Manager, and/or Coordinator.
- The staff will provide programmatic professional development and technical assistance to Member District/Charter, as appropriate.
- Region 13 will hire and maintain on staff fiscal and budgetary specialists to provide fiscal support and technical assistance to Member District/Charter, as appropriate.
- Region 13, for the purpose of this formal agreement, may act as Purchasing Entities for purchases made with their fiscal allocations within the SSA; and
- Member District/Charter must remain in the SSA for the entire formal agreement term.
- Both Region 13 and the Member District/Charter are responsible for operating in accordance with the Provision, Assurances, and Certifications stated in the TEA Standard Accountability System (SAS) and Every Student Succeeds Act (ESSA) grant application.

Ownership of Assets and Notice of Grant Award Status

- All assets, including liquid and fixed assets, will be owned by the purchasing entity. Purchases made by the Member District/Charter with its fiscal allocation within this SSA will be owned by the Member District/Charter. Purchases made by ESC Region 13 with its fiscal allocation within this SSA will be owned by Region 13.

- If at the end of the formal agreement this SSA is terminated by its members, or if the Member District/Charter leaves the SSA, the assets purchased during the formal agreement remain with the entity that purchased them.
- If a Member District/charter terminates its membership in the SSA at the end of the formal agreement and liquid assets, consisting of either current year, carry over, or reallocated Title I, Part C grant funds remain, they will be retained by the Fiscal Agent.
- If a district/charter becomes a Member District for the first time at the beginning of this formal agreement and it has remaining Title I, Part C grant funds, those funds will become Region 13's Fiscal Agent Allocation.

Liabilities

Should liabilities be incurred due to complaints, grievances, or litigation, Region 13 and the Member District(s)/Charter will share costs as follows:

- If the liability is a result of Region 13's action, then Region 13 is responsible for the liability.
- If the liability is a result of the Member District's/Charter action, then the Member District/Charter is responsible for the liability.
- If the refund liability is a result of Region 13's action, then Region 13 will be responsible for the liability and will return the liability to TEA.
- If the refund liability is the result of Member District's/Charter action, the Member District/Charter will be responsible for the liability. In this case, the Member District/Charter will return the liability to Region 13 and Region 13 will return the liability to the TEA on behalf of the Member District/Charter.
- Uncontrollable costs due to actions taken against this SSA will be assessed between Region 13 and the Member District(s)/Charter.

Payment

Region 13 will pay/reimburse the Member District/Charter approved cost expenditures of allowable resources on a timely basis upon receipt of an original signed receipt of purchase/expenditure and explanation of purchase/expenditure.

Records

Records must be maintained by the Member District/Charter for seven years from the end of this formal agreement and are subject to an audit by Region 13 and by TEA.

Private Nonprofit Schools

The Member District/Charter is responsible for consulting with the private nonprofit schools within its geographic service area. The Member District/Charter must maintain documentation regarding the Member District/Charter consultation with private nonprofit schools. The Member District/Charter will complete the ESSA Private Nonprofit Form and submit it to Region 13.

Accountability Measures

- The Member District/Charter is responsible for assuring compliance with Title I, Part C accountability measures and any subsequent requirements resulting from Member District/Charter performance on those measures. Region 13's Fiscal Agent will provide support to MemberDistrict/Charter.
- The Member District/Charter agrees to provide release time for selected teachers and administrators to participate in professional development and technical assistance activities provided by the SSA (Region 13) as articulated in this agreement.
- The Member District/Charter agrees to permit Region 13 Title I, Part C staff to provide Member District/Charter technical assistance at campuses and classrooms, as appropriate.

Fiscal Agent - ESC Region 13 Responsibilities

- Serve as Fiscal Agent ensuring that funds are used in accordance with Title I, Part C Fiscal and Program Provisions and Assurances and the requirements of the Texas Education Agency (TEA) Financial Accountability System Resource Guide.
- Provide trained staff for ID&R process/activities, Tx-NGS data entry, and assistance in meeting the seven areas of focus for the Migrant Program ensuring to stay in compliance according to the Title I Part C ESSA provisions and assurances and program guidelines.
- Provide training and technical assistance for the completion of MEP portions of the ESSA Consolidated Application for Federal Funding.
- Provide training and technical assistance on the MEP section of the ESSA Consolidated
- Compliance Report (PR1200).
- Provide technical assistance to the selected LEAs for random validations prior to the submission due date.
- Collect all the student required data for completing the Continuous Improvement Cycle (CIC) [ESEA as amended by ESSA, Section 1304(b)(1), 1306]: as outlined in the Local Needs Assessment (CAN/ Service Delivery Plan (SDP)/Program Evaluation.
- Maintain financial accounting records for the Title I, Part C Migrant SSA Funds.

Identification and Recruitment of Migratory Children (ID&R) [ESSA, Section 1303(f)]:

- Conduct ID&R activities as outlined by the State MEP and contained in the Texas Manual for the Identification and Recruitment of Migratory Children.
- Designate a person(s) to conduct recruitment of migratory children as needed year-round.
- Complete an ID&R Plan for region-wide recruitment.
- Ensure year round, full-time ID&R activities.
- Review district/charter Family Surveys, schedule meetings, complete ID&R process.
- Identify and recruit migratory children and complete and approve paper Certificates of Eligibility (COEs).
- Work with local employers, if available, and utilize data mapping tools to drive ID&R strategies.
- Develop and implement an ID&R network by coordinating with local and regional organizations and agencies that provide services to migratory workers and their families. Compile a list and update of available resources as needed. Provide that information to LEAs and/or parents as needed.
- Provide Member District/Charter with all required forms and materials in regard to recruitment and program implementation. Offer staff development on all required components and provide technical support as needed and upon request.

TX-NGS/MSIX Data Collection [ESSA, Section 1304(b)(3)]:

- Perform responsibilities regarding the effective operation and implementation of TX-NGS as specified in the Texas Data Management Requirements Manual for TX-NGS & MSIX.
- Ensure the data entered in TX-NGS is accurate and appropriately supported by documentation.
- Review PFS supporting documentation for completeness and accuracy of the information input into TX-NGS.

Quality Control [ESSA, Section 1303(f):

- Oversee the ID&R and TX-NGS data collection processes, and Migrant Student Information Exchange (MSIX) data within the region to ensure proper quality control.
- Conduct ongoing Certificate of Eligibility (COE) review as outlined in the Texas Manual for the Identification and Recruitment of Migratory Children.
- Conduct annual ID&R Eligibility Validation as required by TEA.
- Complete the TX-NGS Quality Control Checklist as specified in the Texas Data Management
- Requirements Manual for TX-NGS & MSIX and maintain documentation.

Support for Migratory Out of School Youth (OSY) [ESSA, Sections 1303(f),1304(c)(4)]:

- Identify and recruit all OSY region-wide who have not been recruited by an LEA.
- Ensure the individual needs for instructional and support services have been identified.
- Identify and coordinate available resources and make referrals to address said needs (e.g., tutoring, High School Equivalency Certificate, etc.).
- Submit a final Regional OSY Evaluation Report to TEA at the end of the Grant reporting period as specified by TEA.

Priority for Service (PFS) [ESSA, Section 1304(d)(1)]:

In providing services under Title I, Part C, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing or at most risk of failing, to meet the challenging State academic standards; or have dropped out of school.

- Provide training on the Priority for Service PFS criteria and process.
- Development and implement LEA's Priority for Service Action Plan.
- Provide training and technical assistance on the development and implementation of the LEA's Priority for Service Action Plan.
- Review PFS supporting documentation for completeness and accuracy of the information input into the Texas New Generation System (TX-NGS) and determine if children identified as priority were provided MEP services.
- Implement a PFS process provided by TEA.

Higher Education and Community Collaboration [ESSA, Section 1304(c)(7)]:

Coordinate and with school and community resources to encourage and foster high school completion, college preparedness and access, disseminate information about institutes of higher education, and programs such as Migrant High School Equivalency Program (HEP) and College Assistance of Migrant Program (CAMP).

Early Childhood [ESSA, Section 1304(c)(4)]:

- Ensure all preschool migratory children have access to pre-school services.
- Communicate with districts and parents to determine accessibility to preschool readiness for all preschool migratory children.
- Coordinate and collaborate with available agencies and local resources to identify services for 3-5 years old.

Parent Advisory Council (PAC) and PFE [ESSA, Section 1304(c)(3)(1)(B) and 1116]:

- Provide training and technical assistance regarding the local migrant PAC, according to guidance provided by the State MEP, to ensure that meaningful consultation with parents/guardians of migratory children is incorporated into the planning, operation, and evaluation of the local MEP.
- Develop and provide student, parent, and staff resources that support awareness of MEP services at all levels (P3- 12).
- Coordinate and collaborate with available agencies and local resources to identify services for 3-5 years old.
- Provide A Bright Beginning (Early Literacy Migrant Program) to Pre-school aged students not enroll in school.
- Coordinate SSA Parent Advisory Committee meetings and activities.
- Coordinate and provide constant parent family engagement communication with all migratory parents.
- Provide Migrant Math Summer School Program (Project SMART).

Serving Students:

The Texas MEP has identified the unique educational and educationally related needs of migratory children through its Statewide Comprehensive Needs Assessment. [Section 1306 (A)(1)].

- The ESC identifies the needs of each migratory child.
- Coordinate the delivery of supplemental instructional services for migratory students by determining individual student needs. This includes services such as tutoring in core

content areas, statewide student assessment tutorials, reading instruction by a teacher, math instruction by a teacher, Project SMART, A Bright Beginning (ABB), Early Literacy Migrant Program, etc.

- Coordinate the delivery of non-academic supplemental support services based on student needs. Includes services such as clothing, school supplies, vision and/or hearing screenings, student leadership programs approved by the State MEP, etc. (priority is given to identified Priority for Service (PFS) students, and guidelines for supplant vs. supplanting apply, additionally nurse/parent referral where applicable).
- Prior to using the Title I, Part C Migrant grant funds to provide direct instructional and/or support services to migratory students the ESC must first:
    - Meet and document all other ESC program requirements outlined in the TEA Program Requirements. Document all efforts made to obtain the service for the student from other resources first. The ESC will do this by collaborating with the district of enrollment/residence to determine if the district or other entities can provide the service(s) needed for the student.

District/Charter Responsibilities

- Assist and provide necessary information to complete ESSA Application for Migrant Program SSA, MEP R13 SSA Amendment (if applicable), MEP Evaluation, MEP Needs Assessment, and any documentation requested by TEA, such as Random Validations, program surveys, etc.
- Identify a district/charter contact who will communicate, coordinate, and collaborate with the Fiscal Agent, ESC Region 13, to perform and meet the Migrant Education Program state and federal requirements.
- Provide Employment Survey in registration packet for all students.
- Collect and send all Employment Surveys to ESC Region 13 for review and assist with gathering survey data and family contact information. Family contact information should include the parent's name and contact phone number.
- Coordinate data collection needed for the MEP throughout the year. Required migratory student data may include information regarding enrollments/withdrawals, grades/credits, immunizations, graduation, state assessment scores, EB, etc.
- Collaborate with the implementation of the active identification and recruitment (ID&R) Action Plan.
- Collaborate to create and implement a plan for serving Priority for Service (PFS) students.
- Maintain records as required by state, federal, and local policies, including integrating the PFS Action Plan into a separate migrant-specific section of the District Improvement Plan (DIP).
- Assist and collaborate with the planning of cluster Parent Advisory Council (PAC) meetings (if applicable).
- Attend and participate in staff development offered by Region 13's Migrant Education Program team (Fiscal Agent).
- Actively disseminate required information to identified district/campus personnel (e.g., counselor, student teacher, interventionist, child nutrition, PEIMs etc.).
- Collect and complete required TX-NGS reports for data entering and submissions, such as grades, graduations plan, Emergent Bilingual (EB) coding, Special Education, GT, 504, credits, withdrawals, state assessment scores for students in grades 3-12, etc., in order to meet state and federal requirements.
- Coordinate correct coding of migrant students into PEIMS.

Austin 24-25 MEP MOU

Final Audit Report 2025-01-06

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Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

A pregnant or parenting student shall be offered the opportunity to meet with the school counselor, the campus deputy Title IX coordinator, or the District Title IX coordinator to learn what educational and special program options are available to the student.

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Transition Services Defined

"Transition services" means a coordinated set of activities for a child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
3. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

20 U.S.C. 1401(34); 34 C.F.R. 300.43

Individual Transition Planning

14 Years of Age

Not later than the first individualized education program (IEP) to be in effect when a student turns 14 years of age, the admission, review, and dismissal (ARD) committee must consider, and if appropriate, address the following issues in the IEP:

1. Appropriate student involvement in the student's transition to life outside the public school system;
2. Appropriate involvement in the student's transition by the student's parents and other persons invited to participate by the student's parents or the district in which the student is enrolled;
3. Appropriate postsecondary education options, including preparation for postsecondary-level coursework;
4. An appropriate functional vocational evaluation;
5. Appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under Section 1915(c), Social Security Act [42 U.S.C. 1396n(c)]; and
6. The use and availability of appropriate supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and supports and services to foster the student's independence and self-deter-

mination, including a supported decision-making agreement under Estates Code Chapter 1357.

Beginning not later than the first IEP to be in effect when the student turns 14 years of age, or younger if determined appropriate by the ARD committee, the IEP must include:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services, including courses of study, needed to assist the student in reaching the postsecondary goals .

18 Years of Age

Beginning not later than the first IEP to be in effect when the student turns 18 years of age, the ARD committee must consider and, if appropriate, address the following issues in the student's IEP:

1. Involvement in the student's transition and future by the student's parents and other persons, if the parent or other person:
   a. Is invited to participate by the student or the district in which the student is enrolled; or
   b. Has the student's consent to participate pursuant to a supported decision-making agreement under Estates Code Chapter 1357; and
2. The availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives.

Annual Review

A student's ARD committee shall review at least annually the issues described above and, if necessary, update the portions of the student's IEP that address those issues.

[See EHBAB regarding membership of ARD committee for transition services meetings.]

19 TAC 89.1055(k)-(o); 20 U.S.C. 1414(d)(1)(A)(i)(VIII), 1414(d)(6); 34 C.F.R. 300.320(b); Education Code 29.011(a-1), .0111

Transition and Employment Designee

The transition and employment designee required of each district must complete the required training as developed by the commissioner of education and provide information about transition requirements and coordination among parents, students, and appro-

priate state agencies to ensure that school staff can communicate and collaborate effectively. *19 TAC 89.1075(i)*

Transition and Employment Guide

The Texas Education Agency (TEA) is required to develop a transition and employment guide for students enrolled in special education programs and their parents to provide information on statewide services and programs that assist in the transition to life outside the public school system. A school district shall:

1. Post the transition and employment guide on the district's website if the district maintains a website;
2. Provide written information and, if necessary, assistance to a student or parent regarding how to access the electronic version of the guide at:
    a. The first meeting of the student's ARD committee at which transition is discussed; and
    b. The first committee meeting at which transition is discussed that occurs after the date on which the guide is updated; and
3. On request, provide a printed copy of the guide to a student or parent.

Education Code 29.0112(a), (e)

Graduation

Graduation with a regular high school diploma under 19 Administrative Code 89.1070(b)(1), (b)(3)(D), (f)(1), (f)(2), (f)(3) or (f)(4)(D) terminates a student's eligibility for special education services. For students who receive a diploma according to 19 Administrative Code 89.1070(b)(2), (b)(3)(A), (B), or (C) or (f)(4)(A), (B), or (C), the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age requirements. *19 TAC 89.1070(a), (j)* [See EHBAA]

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents.

A district is not required to conduct an evaluation before termination of eligibility due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for FAPE under state law.

A district shall provide the child with a summary of the child's academic achievement and functional performance, which shall in-

clude recommendations on how to assist the child in meeting the child's postsecondary goals.

[See EIF]

20 U.S.C. 1414(c)(5); 34 C.F.R. 300.102(a)(3), .305(e)(2)

Driving with Disability Program

A district shall provide information regarding the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and who receive special education services or who are covered by Section 504 and their parents.

The information shall be provided to each student who is 16 years of age or older and annually until the earlier of the student's graduation from high school or 21st birthday.

Education Code 29.0113(a)-(b)

Career and Technology Education

A board may contract with another public school district, public or private post-secondary institution, or trade or technical school that is regulated by the state, as designated in the state plan for career and technology education, to provide career and technology classes for district students. *Education Code 29.184(a)* [See EHBF]

In addition, a board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum and under which a student may receive specific education in a career and technology profession. *Education Code 29.187* [See also CRB and EHBF]

Students with Disabilities

A district may contract with a public or private facility, institution, or agency inside or outside of Texas for the provision of services to students with disabilities. *Education Code 29.008(a)* [See EHBA]

Educational Services

A board may contract with a public or private entity for that entity to provide educational services for the district. *Education Code 11.157(a)*

Pre-K Licensing Standards

If a district contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the applicable child-care licensing standards adopted by the Texas Department of Family and Protective Services under Human Resources Code 42.042 and the class size requirement for prekindergarten classes imposed under Education Code 25.112(a) [see EEB]. *Education Code 29.1532(b)*

Driver Training Provider

If the district offers a driver education and traffic safety course [see EHAD], the district may contract with a driver training provider that holds a license under Education Code Chapter 1001 to conduct the course. *Education Code 29.902(c)(2)*

Military Instruction

Junior Reserve Officers' Training Corps (JROTC)

The secretary of each military department shall establish and maintain a Junior Reserve Officers' Training Corps, organized into units, at public and private secondary educational institutions which apply for a unit and meet the standards and criteria prescribed pursuant to 10 U.S.C. 2031.

Each public secondary educational institution that maintains a unit under this section shall permit membership in the unit to homeschooled students residing in the area served by the institution who are qualified for membership in the unit (but for lack of enrollment in the institution). A student who is a member of a unit pursuant to this subsection shall count toward the satisfaction by the institution concerned of the requirement relating to the minimum number of student members in the unit necessary for the continuing maintenance of the unit.

10 U.S.C. 2031(a)(1), (g)

Note: The provision below applies only to those districts in which military instruction is conducted under state or federal law requiring a district to give bond or otherwise indemnify this state, the United States, or any authorized agency for the care, safekeeping, and return of property furnished.

A board may contract with the proper governmental agency with respect to the teaching of courses in military training, and it may execute, as principal or surety, a bond to secure the contracts to procure arms, ammunition, animals, uniforms, equipment, supplies, means of transportation, or other needed property. *Education Code 29.901*

Notice to Parents

In accordance with Education Code 28.010 [see EHDD], a district shall notify the parent of each student enrolled in grade 9 or above of the availability of career and technology education programs or other work-based education programs. *Education Code 28.010(a)(1)(B)*

Career and Technology Program

Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level. *Education Code 29.181.*

The board may conduct and supervise career and technology classes and other educational programs for students and for other persons of all ages and spend local maintenance funds for the cost of those classes and programs. In developing a career and technology program, the board shall consider the state plan for career and technology education. *Education Code 29.183* [See EEL]

Distinguished Achievement in Career and Technology Education

The board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum [see EHAA] and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards;
2. Obtain from a district an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award.

An award granted under this section is not in lieu of a diploma or certificate of coursework completion. [See EI]

In developing the program, the board shall consider the state plan for career and technology education. The board must submit the proposed program to the commissioner of education in accordance with criteria established by the commissioner.

Contracts with Other Entities

The board may contract with an entity listed in Education Code 29.184(a) [see EEL] for assistance in developing the program or providing instruction to district students participating in the program. The board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area.

Education Code 29.187

Insurance — The board may provide insurance to protect a business that contracts with a district under this provision. [See CRB] *Education Code 29.191*

Applicability — The following provisions apply only to districts receiving federal career and technical education funds. *19 TAC 75.1021*

Federal CTE Funding — An eligible secondary entity seeking financial assistance under the Carl D. Perkins Act of 2006 shall submit a local plan to the Texas Education Agency (TEA) as described in 20 U.S.C. 2354, in accordance with requirements establish by TEA. Each eligible recipient that receives funding under the Carl D. Perkins Act of 2006 shall use the funds to improve career and technical education programs in compliance with 20 U.S.C. 2355. *19 TAC 75.1022*

For information regarding federal career and technical funds under the "Strengthening Career and Technical Education for the 21st Century Act" (the reauthorization of the Carl D. Perkins Act of 2006), see 20 U.S.C. 2301 et seq.

Program Evaluation — A district shall annually evaluate its career and technical education programs. *19 TAC 75.1025*

Special Populations — Members of special populations shall be provided career and technical services in accordance with all applicable federal and state laws, regulations, and rules. *19 TAC 75.1023(a)*

Definition — For purposes of this section, a "member of a special population" includes:

1. An individual with a disability [see EHBAB];
2. An individual from an economically disadvantaged family, including low-income youth and adults;
3. An individual preparing for nontraditional fields;
4. A single parent, including a single pregnant woman;
5. An out-of-workforce individual;
6. An English learner;
7. A homeless individual described in Section 725 of the McKinney-Vento Homeless Assistance Act;
8. Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who is a member of the armed forces and is on active duty.

20 U.S.C. 2302(29)

Students with Disabilities

A student with a disability shall be provided career and technical education in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (IDEA) of 2004 and its implementing regulations, state statutes, and rules of the SBOE and the commissioner.

A student with a disability shall be instructed in accordance with the student's individualized education program (IEP), in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student with a disability is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities (CTED). [See EHBA]

A student with a disability identified in accordance with IDEA of 2004 is an eligible participant in career and technical education when the following requirements are met:

1. The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in career and technical education program;
2. Planning for the student shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses;
3. A district shall monitor to determine if the instruction being provided a student with a disability in career and technical education classes is consistent with the student's IEP;
4. A district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
5. A district shall help fulfill the transitional service requirements of the IDEA of 2004 and implementing regulations, state statutes, and rules of the commissioner for each student with a disability who is completing a coherent sequence of career and technical education courses; and
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the individual transition

plan, the IEP, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004 and its implementing regulations.

19 TAC 75.1023

Student Organizations

A district may use federal career and technical education funds to provide opportunities for student participation in approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. A student shall not, however, be required to join a career and technical student organization. Student participation in career and technical student organizations shall be governed in accordance with 19 Administrative Code Chapter 76 (extracurricular activities).

The following career and technical student organizations are recognized by the U.S. Department of Education and TEA:

1. Business Professionals of America (BPA);
2. DECA;
3. Future Business Leaders of America (FBLA);
4. FFA;
5. Family, Career, and Community Leaders of America (FCCLA);
6. Health Occupations Students of America (HOSA);
7. Technology Student Association (TSA); and
8. SkillsUSA.

19 TAC 75.1024 [See FM]

Certification Subsidy

A student is entitled to a subsidy for a certification exam if:

1. The student:
    a. Successfully completes the career and technology program of a school district in which the student receives training and instruction for employment; or
    b. Is enrolled in a special education program under Education Code Chapter 29, Subchapter A; and
2. The student passes a certification examination to qualify for a license or certificate that is an industry certification for purposes of state accountability [see AIA], administered while the student is enrolled in a school district.

A student may not receive more than one subsidy under Education Code 29.190.

To obtain reimbursement for a subsidy paid under this provision, a district must pay the fee for the examination and submit to the commissioner a written application on a form prescribed by the commissioner stating the amount of the fee paid for the certification examination.

Education Code 29.190

A district is entitled to reimbursement for the amount of a subsidy paid by the district for a student's certification examination under these provisions. *Education Code 48.156*

AUSTIN
INDEPENDENT SCHOOL DISTRICT

Strategic Recruitment Plan
2023-2024

OUR PURPOSE

The Austin Independent School District is committed to recruiting and hiring highly qualified individuals who prioritize equity to meet our students' diverse needs. The Office of Talent Strategy is dedicated to identifying, connecting with, and retaining the best talent, thus enhancing the urban educational experience one person at a time. We understand that to unlock the full potential of our organization, we must embrace a more strategic, collaborative, and progressive mindset.

Our Austin ISD Strategic Recruitment Plan is a comprehensive framework of strategies and actions designed to cultivate top talent aligned with our mission. It reinforces our commitment to employing effective, equity-focused educators.

BACKGROUND

According to a research report for the Learning Policy Institute, nation-wide teacher shortages began to be widely reported starting in 2015 as school districts recovering from the recession began to hire more teachers to meet increasing student enrollment needs. Many districts began experiencing shortages, especially in areas such as mathematics, science, special education, and bilingual education. A number of states greatly expanded emergency permits to allow hiring of untrained teachers to meet these demands—which is the classic definition of a shortage (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).+

A new national scan of 2020–22 state-level data by the Learning Policy Institute estimates more than 300,000 teaching positions in the United States were either unfilled or held by people who were not fully qualified—meaning they lacked credentials, held an emergency or temporary credential, were teaching while they completed their credential, or were working in a subject or grade not covered by their current credential.

STRATEGIES

In order to attract high quality, effective, and equity focused candidates to Austin ISD, various strategies have been employed. This recruitment plan provides an overview of recruitment strategies the team has used and will continue to use for the 2023-2024 SY.

In an effort to secure effective, student-focused teachers, the Office of Recruitment and Staffing takes part in recruiting activities that span the calendar year. A primary strategy involves participation in job fairs at universities as well as professional conferences.

Strategy	Primary Target
*University Recruitment Events • Attend in-person/virtual local and state recruitment events • Involve administrators and staff in recruitment events • Interview and pre-screen candidates onsite at recruitment events • Offer hired unassigned contracts	New Teachers

• Utilize applicant and new hire data to determine future recruitment locations	
*Conference Presence • AISD representative presence at national and state conferences by: *presenting subject matter *as an exhibitor *at conference job fair	Experienced Teachers/Administrators
***Regional Events • Seek and target regions with large, high quality experienced teacher pools • Connect with region's local universities and education organizations to identify key talent • Facilitate interviews within those regions with prospective candidates	New and Experienced Teachers
***International Recruitment • Seek and target high quality experienced teachers who specialize in critical need areas including Special Education and Bilingual Teachers • Partner and connect with international education organizations to identify key talent within specified country • Interview and select H1-B and J1 visa candidates • Increase supports for international transition	Experienced Teachers
**In-District Job Fairs • Conduct ongoing Meet and Greets for strategic recruitment of key positions such as special education and Cohort 1 campus vacancies. • Conduct District Wide Job Fairs job during the Spring semester • Talent Strategy facilitates and schedules interview days for Cohort 1 campuses • Allow for Cohort 1 campuses the flexibility to choose dates to conduct final or initial stage interviews • Talent Strategy conducts promotion of Job Fairs and campus interview days by inviting viable candidates to attend	New and Experienced Teachers/Teacher Assistants/Substitutes /Other Professionals

*Student Teachers ● Host student teachers from a variety of different universities every Fall and Spring ● Coordinate a series of social events for student teachers ● Coordinate meet and greet interviews with principals ● Host resume/interview workshops ● Provide student teaching incentives for student teaching and completing first year of teaching in AISD	New Teachers
**Grow Your Own Initiatives/Partnerships & Pipelines ● Collaborate with universities and other organizations to create partnerships and pipelines of highly qualified future district leaders i.e. UT Administrative Intern, TxState Administrative Cohorts, AP3/P3 program, ● Collaborate with universities and other organizations to create partnerships and pipelines of highly qualified future teachers i.e. Aggie Term (A&M) , TCLAS Residencies (Texas Tech, Texas State, Concordia), Huston-Tillotson, Austin Teacher Academy (Region 13). ● Implement innovative staffing models that provide accelerated certification pathways for staff members (UTeach, ACC) ● ACC/Partners in Education (Teacher Assistants) ● Community TA subsidy: Difference between IS 3 209 Days/ $24,009.92 $29,728.16 $36,014.88 and $31,750 ● Spain Visiting International Teacher Program ● Alliance Abroad to recruit visiting international teachers from Philippines, Africa, Colombia and Mexico.	New Teachers/New Administrators (Internal Employees)
*Sourcing by Creating Tailored Candidate Lists ● Creation of a database of all candidates who have applied to our district wide teacher application pool ● Availability to access vetted and pre-screened candidates interviewed by the Talent Strategy Team ● Candidates are shared on a bi-weekly basis with principal who have vacancies ● Candidates are sourced by specific criteria with checked disclosures and certification by Talent Strategy team ● Per principal requests on hard to fill openings, Information shared by email with candidate notes and links to resume/online portfolio	
**Recruitment Incentives and Support ● Include information about recruitment incentives in all advertisements and marketing materials ● Email campaign to advertise incentives to recent applicants ● Job Boards, Social Media and Website recruitment ● Research incentives in order to leverage the knowledge during university visits, career fairs, and other recruitment events ● Provide information on AISD approved Realtor for new teachers	All positions/External Applicants

*Compensation and Incentives ● Bilingual Education Stipend ($7000/yr) ● Special Education Stipend ($7000/yr) ● Sign On Incentive for newly hired special and bilingual education teachers ($1500) ● Special Education Teacher Assistant sign on incentive ($1000) ● Student Teaching Incentives ($2500) and completion of year 1 of teaching ($2000)	New and Experienced Teachers/Teacher Assistants/Bus Drivers
Recruit candidates with a Bachelor's Degree and offer a one-year district permit.	

***denotes current practice**
**** denotes new/revised practice**
*****denotes a proposed new/increased budgetary impact**

Glossary of Terms

UNIVERSITY RECRUITMENT EVENTS

Audience: New Teachers

In order to build and maintain strong relationships with university partners, the Talent Strategy Team is making a concerted effort to focus on specific education preparation programs that meet the District's expectations and needs. A thorough analysis of all past recruiting events, hiring data, and program offerings will be completed in order to select the most beneficial university partnerships from across the nation for future recruitment initiatives. It is the intent of the initiative that these schools will receive additional recruiting efforts to build relationships and true pipelines of high-quality teachers and administrators.

Minority serving institutions, including schools who produce higher talent, those with historical partnerships with the district, and with the highest number of critical shortage candidates will be a focal point for the 23-24SY recruitment plan. The goal is to increase the partnerships at HBCUs and MSIs from previous years and create a diverse talent pipeline of educators.

23-24 Recruitment Focus

Historically Black Colleges and Universities

- Huston Tillotson
- Prairie View University
- Jackson State University
- Texas Southern University
- Alabama State University

Minority Serving Institutions

- University of Texas- Kingsville
- Texas A&M Corpus Christi
- University of Texas Rio Grande Valley

CONFERENCE PRESENCE

Audience: Experienced Teachers & Administrators

In order to establish Austin ISD as an international destination for education professionals, AISD needs to increase our participation in national education conferences, specifically conferences that focus on minority groups. It is the intent that Talent Strategy maintains a presence by presenting research or best practices at conferences, bringing visibility to the district. Talent Strategy will also leverage current employees throughout the district who are facilitating presentations at conferences. Those presenting at conferences will be provided with recruitment packets including talking points and slides to add to their conference presentation and flyers with recruitment information.

REGIONAL RECRUITMENT EVENTS

Audience: New & Experienced Teachers

The Office of Talent Strategy has historically focused recruitment efforts on recruiting within the state of Texas. Due to the competitive nature of recruiting qualified teachers and administrators, the Talent Strategy team will focus our efforts into out of state recruitment opportunities. Talent Strategy has strategically analyzed data from the Applitrack system to pinpoint regions where AISD receives the most applicants. The data has shown that we have had an increase in applications from Oklahoma, Florida, Illinois, Arizona, and California.

INTERNATIONAL RECRUITMENT AND VISA PROGRAM

Audience: Experienced Teachers

The need for bilingual and Special Education teachers in Austin ISD continues to grow each year. While the Talent Strategy team makes a concerted effort to recruit bilingual teachers from local programs, the universities and alternative certification programs simply do not produce enough bilingual teachers to meet the District needs. This leads to the Talent Strategy team recruiting outside of the continental United States, such as Spain, Philippines and Puerto Rico. As these are new markets for our district, thus diverse and adaptive recruitment tactics need to be implemented for the success of these initiatives. One plan of action is to continue to participate in the Spanish Ministry Visiting International Teachers Program. In addition to VIT, AISD is exploring a partnership with Alliance Abroad to help recruit J1 status approved candidates. Efforts will be focused on candidates from Mexico (Bilingual Candidates) and Philippines (SPED Candidates).

Candidates for the J1 visa are responsible for the cost which is estimated at $8000. AISD can provide upfront costs and candidates pay back funds to AISD throughout their tenure in AISD.

Spain The district has an ongoing partnership with the Spanish Consulate and Texas Education Agency (TEA). The official partnership is called the Texas-Spain Initiative, and it serves as a cultural exchange program to bring bilingual teachers from Spain to Austin ISD for up to 5 years under a J1 visa. The Spanish Consulate recruits and preselects experienced teacher candidates from across Spain to interview with districts across Texas.	• This program is almost cost neutral to the district as the Spain Consulate pays for all airfare and lodging. • Talent Strategy interviews candidates using our district established rubric while candidates also take the TEA english proficiency test • Talent Strategy conducts an information session with all selected Texas-Spain Initiative members
Alliance Abroad The district established a partnership with Alliance Abroad. Alliance Abroad is an organization that specializes in global teacher exchange programs. With over 10,000 annual participants and 600 plus employers within their exchange programs, Alliance Abroad is one of the leaders in the global teacher exchange field.	• This program does not require traveling as all recruitment events are held virtually • Alliance Abroad process visa paperwork, arranges job fairs and interviews • Various payment options available for candidates to pay for J1 Visa. • Target countries include Mexico and Philippines

DISTRICT WIDE JOB FAIRS and MEET AND GREETS

Audience: New and Experienced Teachers, Teacher Assistants, Substitutes, Other Professionals

In addition to attending third party job fairs, the Talent Strategy team will plan and implement a series of in person and virtual (if necessary) district job fairs. These district job fairs will include three district wide and one Cohort 1 focused events during the 2023-2024 SY. Candidates who have applied and have been screened by the Talent Strategy team will be directly invited to this event. The principals, along with their hiring team, will have the opportunity to meet and hire directly from the candidate pool. Talent Strategy Partners will be on hand during the event to help process candidates.

Meet and Greets allow principals an opportunity to meet pre-screened candidates that have been scheduled on a specific date and time. Meet and Greets are strategic and have a focus on student teachers, hard to fill vacancies such as special education and bilingual education as well as filling general vacancies at Cohort 1 designated campuses.

GROW YOUR OWN INITIATIVES/ PARTNERSHIPS

Audience: New Teachers & Administrators (Internal Employees)

In order to Build and maintain Austin ISD teacher and administrator pipelines, the Office of Talent Strategy has focused its efforts on the development of our current students, employees and the community at large. Grow Your Own Initiatives and partnership programs yield an increased number of new teacher hires derived from targeted pools. Austin ISD current programs have been effective in training and retaining high quality students and employees:

Ready, Set Teach

- Student to Teacher pipeline currently being implemented at Akins ECHS, Navarro ECHS, and Bowie HS
- Approximately 150 Freshman are in a five year teaching program (four years in AISD and one year at Texas Tech)

ACC Partners in Education

Austin ISD has established a partnership among Austin Community College (ACC), AISD's Schools, Families, and Community Education Department, Community Schools, and Parent Programs, the Department of Special Education and the Office of Talent Strategy. The goal is to increase our pool of teacher assistants, with a focus on special education support through a ParaEducator Certification program that builds on the training and support provided by ACC and current models in existence through the AISD's Families as Partners Program and a smaller ACC cohort/group.

Region 13 Austin Teacher Academy

Austin ISD, in partnership with Region 13, reimburses alternative certification fees for AISD teachers who are teaching in critical needs areas of math, science, bilingual education, special education, or CTE; or are diverse candidates.

AISD/UT Principal Residency

- Teacher to Administrator pipeline currently being implemented throughout the district
- Teachers are placed as Administrative Interns at AISD campuses for the 22-23 school year
- All interns get an opportunity to work at an Elementary and Secondary campus

AISD/ Texas State

- Tailored masters of Education Administration program specifically for AISD teachers
- Eligible employees will matriculate through the program as one Cohort
- All members of the cohort will take classes at AISD headquarters and will be provided with all books for the duration of the program.

AggieTerm

Aggie Term is a partnership between Austin ISD and Texas A&M to create a pipeline of teachers by offering paid teacher residencies to post baccalaureate students through a United States Department of Education grant. Residents receive placement with a high quality AISD teacher/mentor, they are paid a living wage stipend of approximately $31,750 plus benefits and they are placed in service to Title I campuses. Residents have agreed to work for Austin ISD as a

teacher in the following year and remain employed for 2 years after their residency. This partnership can support up to 50 teachers over the length of the grant.

Tech Teach
Tech Teach is a partnership between Austin ISD, Austin Community College, and Texas Tech University.

TCLAS
The TCLAS grant will provide funds for Austin ISD to partner with three universities to offer two different pipelines for future teachers.
One partnership will offer 6 Austin ISD paraeducators who currently have at least 75 hours of college credit, the opportunity to continue their education at Huston-Tillotson or the university of their choice by providing $18000 of tuition costs.
The second partnership will offer up to 40 pre-baccalaureate students paid residencies in Austin ISD working alongside an AISD cooperating teacher. The paid residency will offer $20,000 per year to each resident. University partnerships include Texas Tech, Texas State, and Concordia University.

One goal for the Talent Strategy Office is to increase the number of GYO initiatives. Talent Strategy would like to develop two new partnerships that will engage in new initiatives:

Innovative Staffing Models
AISD has partnered with UTeach (STEM positions) and ACC (EC-6) to provide candidates in accelerated certification programs positions as teaching assistants in AISD with guidance and support from the programs and mentoring teaching teams in AISD.

Huston-Tillotson's African American Male Teacher Initiative
The goal of the African American Male Teacher Initiative (AAMTI) is to increase the number of African American male educators in the teaching field. This initiative provides 20 full scholarships per academic year to Pre-Ed African American males at Huston-Tillotson University (Cohort members are named Apple Pre-Ed Scholars). AAMTI program is currently sponsored by Apple Inc. and AISD is working to strengthen the partnership with Huston-Tillotson University. The district's support for this initiative includes social events, recruitment and student teaching placements. Upon completion of their degree, all cohort members in good standing will be eligible for unassigned contracts with AISD.

Supporting Effective Educator Development Grant
The Office of Talent Strategy recently received a SEED grant in partnership with The New Teacher Project (TNTP). The purpose of the SEED program is to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators. The goals of this grant are for AISD to scale, improve, and sustain a two-way alternative certification pathway that expands access to the teaching profession for AISD classified staff members in order to support traditionally underserved students with highly effective teachers. Processes and practices learned from this grant opportunity will serve as a foundation for launching AISD's own teacher alternative certification program. School year 2023-2024 will serve as the design year and the next phase is to engage with TNTP in order to brainstorm, envision, and design the program along with Peloton University who will serve as the other partner.

DISTRICT EMPLOYEE HOUSING ASSISTANCE

Austin ISD's Office of Talent Strategy prides itself on creating innovative ways to enhance the onboarding experience for newly hired employees. Austin, Texas is one of the fastesting growing cities in America, in which housing options have dramatically declined. The housing market has created issues with recruiting candidates to our district. In order to alleviate this problem, the Talent Strategy Team will create partnerships with local realtors/ apartment complexes for discounted rates and roommate matching services for district employees.

Potential Apartment Management Companies:
Westdale Property Management
Greystar Worldwide

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

[1] Texas Abuse Hotline Website: http://www.txabusehotline.org

A Framework for School Counseling Programs

Professional School Counselors will provide programming in compliance with **SB 179** that indicates that counselors will spend ***at least* 80% of their time** on components of a **comprehensive counseling program** developed under section 33.005.

Counseling Services

Counseling Curriculum

- SEL Skills
- Personal Safety
- Relationships
- Academic Support Skills
- College/Career Lessons

Responsive Services

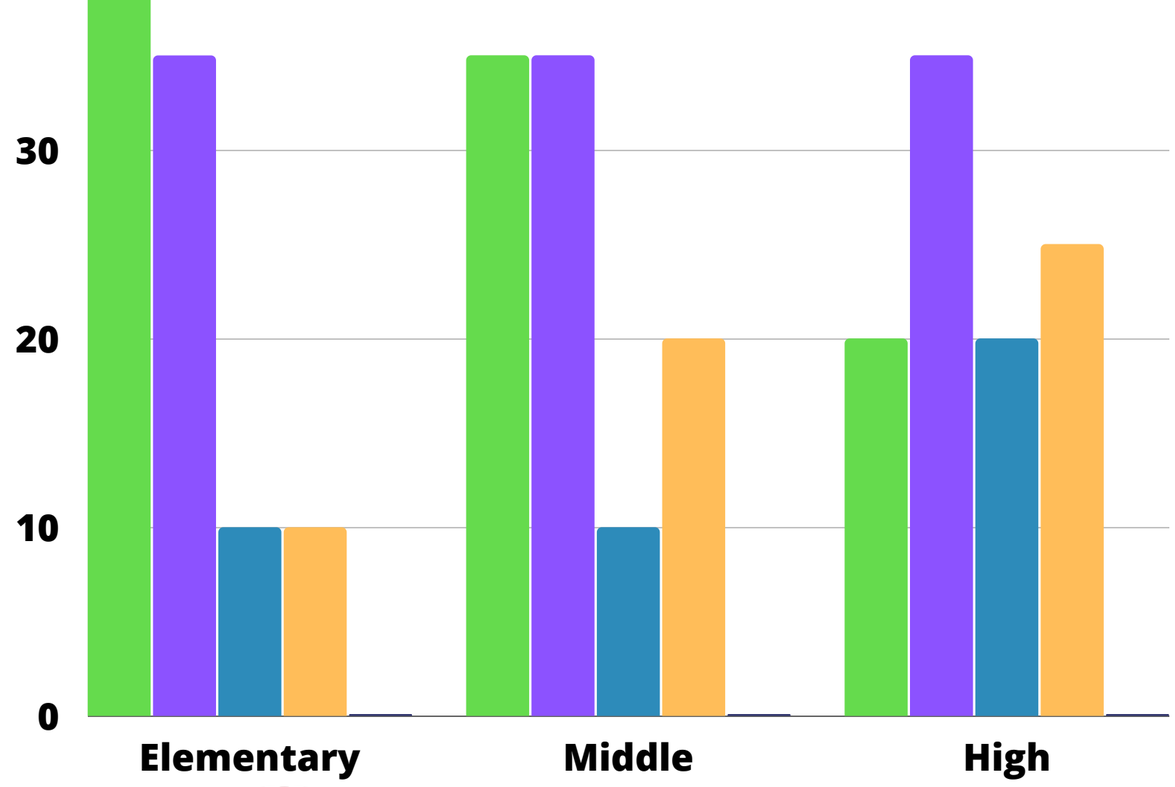
- Counseling
- Immediate Concerns
- Family Support
- Crisis Intervention

System Support

- SEL Leadership
- Child Study Teams
- Collaborating with Staff
- Professional Development

Individual Planning

- Academic Advising
- 4 Year Plan
- College/ Career Readiness
- Strengths and Interests
- Advanced Academics
- Learning Differences Support



Non-Counseling Related Activities= 0%



80% of time
direct and indirect counseling services for students

Indirect Services:
- **Consultation**
- **Collaboration**
- **Referrals**

20% of time
Program Planning

- **Define -** Based on data and needs assessment the counselor will define program goals with input from students, families and colleagues.
- **Manage -** Counselor will use calendars, schedules, scope and sequence to provide effective programming.
- **Assess -** Counselors will assess for program effectiveness based on student outcomes.

AUSTIN Independent School District
Department of Counseling

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve at the District level and at each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

The District team shall complete training provided by an approved provider on evidence-based threat assessment programs. Campus teams shall complete yearly training provided by an approved provider on evidence-based threat assessment programs and/or the department of comprehensive health and mental health services.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency and shall contact law enforcement immediately.

Threat Assessment Process

The District shall develop procedures consistent with the model policies and procedures developed by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

   For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

   For a student the team identifies as at risk of attempting homicide, the team shall contact law enforcement immediately, follow law enforcement protocols, and direction, and proceed with the threat assessment process.

   For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Trauma-Informed Care Program

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of race, color, religion, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

"Parent" Defined

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

The District utilizes restorative, rather than punitive, discipline practices and seeks to work with students and their families to facilitate behavioral skill development. The District views behavior as a skill to be learned, rather than a fixed, inherent component of a student. As educators, we have the ability to work with students to help them flourish, even in difficult situations.

Suspending young children can have negative repercussions on those students' life outcomes and academic experiences. It is vital we acknowledge that implicit bias can impact discipline practices.

A District employee shall adhere to the following general guidelines when imposing discipline:

1. Discipline is viewed as teaching students skill development to address challenges that may arise. Students may need additional support to address behavior skill development. Supports should be exhausted prior to the use of punitive discipline measures, except as required by law. Additionally, parents and/or guardians should be utilized as collaborative problem-solvers as part of the students' skill development.
2. No elementary student prior to grade 3 shall be home-suspended, placed into a disciplinary alternative education program (DAEP), or expelled, except as prescribed by the Texas Education Code Chapter 37, which requires a DAEP removal of a student if the student engages in conduct regarding false alarm or reporting; terroristic threats; felony acts; assault offenses; and the use of drugs and/or alcohol on or within 300 feet of school property or for behaviors that present a clear and present danger of physical injury to the student, other students, or school personnel.
3. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
    a. The seriousness of the offense;
    b. The student's age;
    c. The frequency of misconduct;
    d. The student's attitude;
    e. The potential effect of the misconduct on the school environment;

f. Requirements of Chapter 37 of the Education Code; and

g. The Student Code of Conduct adopted by the Board.

4. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL) Student Discipline: Students with Disabilities]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.

2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken

	against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Preservation of Records	Unless required for the preservation of records related to litigation or otherwise, all recordings shall be maintained for a period of two weeks.

Austin ISD Comprehensive Violence Prevention Plan

Section 1: Comprehensive Needs Assessment

Austin ISD is dedicated to keeping our schools safe, supportive, and inclusive. Austin ISD is committed to the safety and security of all students, staff, parents, community, visitors, and facilities through a multi-faceted approach to school safety.

The goal of Austin ISD's comprehensive needs assessment on violence-related incidents is to identify and implement student-centered prevention and intervention strategies (Austin ISD Violent Offense Data Longitudinal Comparison Data).

Section 2: Evidence Based Strategies and Programs

Goal: 100% of Austin ISD's campuses will participate in strategies for violence prevention and intervention.

Methods: Austin ISD is dedicated to improving student outcomes by expanding access, training, and support for violence prevention and intervention on every campus in the following ways:

1) Each campus has budget allocations for school counselors who provide small group and short-term individual counseling. The counselors will also conduct mental health screeners and help students with problems ranging from everyday stress to a mental health crisis (Austin ISD Board Policy Regulation and Austin ISD Student Handbook).
2) Each campus has access to an AISD Licensed Mental Health Professionals to work collaboratively with families, schools and community partners to promote students' academic success by providing mental health and community resource support (Austin ISD Board Policy FFEB Legal).
3) Each campus has a safe and accessible way for students, families, staff, and community members to share safety concerns, ensuring timely support and intervention through Austin ISD Safe Space (Austin ISD Board Policy FFB Local).
4) Comprehensive secondary campuses create plans monitoring disciplinary offenses and creating intervention plans for areas and/or students experiencing frequent offenses.
5) All campuses include discipline goals within Campus Improvement Plans (Austin ISD Board Policy BQB Legal).
6) Each campus has a Safe and Supportive Schools Program (SSSP) team that meets regularly to monitor safety concerns, address incidents, and implement proactive support

plans for students (Austin ISD Board Policy FFB Local, Student Success Guide and Student Handbook).

7) Each campus facilitates Child Study Team meetings focused on identifying root causes and monitoring interventions for students demonstrating frequent violence-related offenses (Austin ISD Board Policy, FFC Local and FFB Local).
8) Each campus is required to follow the Austin ISD Student Success Guide (Code of Conduct) to address student behaviors (Austin ISD Board Policy FO Legal).
9) Each campus has access to an AISD Licensed Mental Health Professional to work collaboratively with families, schools and community partners to promote students' academic success by providing mental health and community resource support (Austin ISD Board Policy FFEB Legal).
10) The District implements programs addressing mental health promotion and early intervention, building skills to manage emotions and establish positive relationships, suicide prevention, and grief and trauma informed care (Austin ISD Student Handbook and Austin ISD Board Policy FFAE Legal and FFB Legal).
11) Each campus has access to the District's character education curriculum *Character Strong (*Austin ISD's Student Success Guide*).*
12) Each campus adheres to District policy addressing discrimination, harassment, and retaliation, including dating violence against District students. District policy defines dating violence and details reporting procedures, parent notification, and supportive measures. (Board Policy FFH Local, Austin ISD Dating Violence Intervention, Austin ISD Student Handbook and Austin ISD Student Success Guide).
13) Each campus is required to adhere to District procedure for bullying (Austin ISD Board Policy FFI Legal, Austin ISD Board Policy FFI Local, Austin ISD Student Handbook, and Austin ISD Student Success Guide).
14) Each campus has access to parent and family resources defining bullying and sharing additional resources and procedures on reporting (Austin ISD Bullying Prevention and Respect for All Reporting).
15) Annually, School Resource Officers, Licensed Mental Health Professionals, Counselors, Assistant Principals, and Principals participate in training for the Safe and Supportive Schools Program. All campus employees and administrators have received Critical Incident Training that is updated yearly (Austin ISD Board Policy FFB Local).
16) Each campus has access to training on child abuse, sexual abuse, maltreatment of children, and neglect (Austin ISD Board Policy FFG Local).
17) Each campus is required to contact Child Protective Services for suspected child abuse or neglect (Austin ISD Student Handbook).
18) Each campus has access to a resource listing warning signs of suspected child abuse or neglect (Austin ISD Student Handbook).

Section 3: Safety and Security Protocols

Goal: 100% of Austin ISD's campuses will participate in strategies for safety and security protocols.

Methods: Austin ISD prioritizes safety and security of all students, staff, parents, community, visitors, and facilities in the following ways:

1) Each campus has a school resource officer available during regular school hours (Austin ISD Board Policy CKE Legal and Austin ISD Safety Resources).
2) Each campus creates and implements individual Emergency Operations Plans and monitors frequently (Austin ISD Board Policy CKC Regulation and Austin ISD Student Handbook).
3) The District provides resources defining Emergency Management supports (Austin ISD Emergency Management).
4) Each campus has silent panic alarms located in the front office area. By October 2025, all campuses will have silent panic alarm technology available in each classroom (Austin ISD Board Policy CSA Legal).
5) Each campus has a safe and accessible way for students, families, staff, and community members to share safety concerns, ensuring timely support and intervention through Austin ISD Safe Space (Austin ISD Board Policy FFB Local).
6) Each campus has a Safe and Supportive Schools Program (SSSP) team that meets regularly to monitor safety concerns, address incidents, and implement proactive support plans for students (Austin ISD Board Policy FFB Local, Student Success Guide and Student Handbook).
7) District safety and security audits are conducted on a 3 year cycle and reviewed by the Texas School Safety Center and a final presentation is given to the Board after each 3 year cycle (Austin ISD Board Policy CKA Legal).
8) Each campus utilizes District protocols for student discipline that outline discretionary and mandatory removals of students and supportive measures (Austin ISD Student Success Guide, Austin ISD Student Handbook, and Austin ISD Board Policy FO).

Section 4: Training and Professional Development

Goal: 100% of Austin ISD's campuses will participate in professional learning to support continuous improvement.

Methods: Austin ISD is committed to ongoing professional learning by expanding mental health support and improving preparedness for critical incidents in the following ways:

1) Each campus participates in training related to supporting mental health (Austin ISD Board Policy FFEB and Austin ISD Student Handbook).

2) Annually Austin ISD staff are required to complete Critical Incident Response training including standard response protocols, reunification, and other safety information (Austin ISD Board Policy CKB Legal and Austin ISD Student Handbook).

Section 5: Stakeholder Involvement

Goal: 100% of Austin ISD's campuses will engage campus community stakeholders in decision making.

Methods: Austin ISD is committed to engaging families and communities in providing input and contributing to decision making in the following ways:

1) Each campus engages with community stakeholders through Campus Advisory Councils to implement planning processes and site-based decision making (Austin ISD Board Policy BQB Local and Austin ISD Campus Advisory Councils).
2) Each campus creates and implements parent engagement strategies within the annual Campus Improvement Plan (Austin ISD Campus Improvement Plans and Austin ISD Board Policy GK Local).
3) Strategic Austin ISD Campuses include a Parent Support Specialist full-time employee allocation to encourage strong relationships between the campus and families through connecting school and community resources, empowering families, and fostering stronger communication and collaboration between home and school (Austin ISD Board Policy FFC Local and Austin ISD Family and Community Engagement).
4) Austin ISD provides strategic communication measures to obtain broad-based community, parent, and staff input and provide information through District social media platforms, AISD Help, Austin ISD Board Meeting input, Campus Advisory Councils, District Advisory Council, and Safety and Security Committee (Austin ISD BQA Local and Austin ISD Board Policy BQB Local).









AUSTIN
Independent School District

2024-2025
Student Success Guide

Code of Conduct









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Welcome to Austin ISD

One of Austin ISD's highest priorities is providing a safe, engaging and supportive learning environment every day for every child. To help meet this goal, please read and review the Student Code of Conduct. It contains information that parents and students must know to ensure a successful school year. The Student Code of Conduct is required by state law and is intended to promote a positive learning environment and safe schools. More information regarding District policies and procedures may be found in Board policies and the Student Handbook. Austin ISD Board policies, as well as state and federal law, are legal guidelines that bind the District, its employees and students.

AISD's Discipline Philosophy

Austin ISD commits to creating safe academic learning environments through fostering healthy relationships, social-emotional skill development, and proactive intervention.

Mission

We prepare every student with the knowledge and skills to thrive in college, career, and life.

Vision

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

Values

In our interactions with students, families, community stakeholders and each other, we commit to:

- **Caring** for every child to be **healthy, safe, engaged, supported, and challenged**.
- **Educational equity**, to ensure every child receives what is needed to develop to their full potential.
- **Innovation and academic excellence** to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
- Valuing **diversity, inclusion, and meaningful engagement** of all voices as we collaborate to improve the common good.
- A **culture of respect, transparency, and data-informed decision-making** to build trusting relationships with each other and those we serve.
- **Engaging** our employees and inviting their **collaboration** to make AISD a great place to work.
- **Aligning resources** to student needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

Equity

AISD: Every Child, Every Day

Overview and Purpose

The Student Success Guide is Austin Independent School District's Student Code of Conduct. It has been revised to comply with state law as delineated in Chapter 37, Safe Schools Act, and Texas Education Code (TEC). House Bill 1842, Section 4, passed in the 84th Texas Legislative Session, provides an opportunity for Texas public school districts be designated as Districts of Innovation (DOI), thereby allowing them the flexibility to be exempt from or modify state requirements to better meet the needs of the students and personalize learning. The revised code is a collaborative effort between central office and campus staff, parents/guardians, and other concerned community members. The Student Success Guide, as adopted by the Austin ISD Board of Trustees, outlines and covers specific expectations regarding appropriate conduct for all students, parents/guardians, teachers, and school administrators of Austin ISD. In accordance with state law, the Student Success Guide shall be available for review at the office of the campus principal and posted on the District's website.

The four key functions of the Student Success Guide are to describe:
• Behavior that builds a positive environment for learning;
• Specific examples of student misconduct;
• Penalties that will be imposed for specific misconduct; and
• District consistency in the matter of student discipline.

The law requires that the District define and communicate to students and parents/guardians, student behavioral expectations and the various kinds of misconduct that may, or in some cases, must result in disciplinary actions. The District's Student Success Guide categorizes these infractions as Level I, II, III, and IV Offenses.

> **Level I Discipline Offenses** – Violations of classroom rules:
> • Offenses that generally occur in the classroom and can be corrected by the teacher or administrator.
> **Level II Discipline Offenses**– In-School Suspension (ISS), Home School Suspension (HSS)/or optional removal to a Disciplinary Alternative Education Program (DAEP)pg 32:
> • Offenses that seriously disrupt the educational process in the school, classroom, on school property, and/or at a school-related activity occurring on or off school property.
> **Level III Discipline Offenses**– Mandatory placement in a DAEP:
> • Criminal offenses as defined in Level III. All offenses listed in Level III are according to TEC Chapter 37.006.
> **Level IV Discipline Offenses**– Expulsion:
> • Offenses that include those in which a student may be expelled under state law TEC Chapter 37.007. The code also indicates the disciplinary responses attached to these infractions.

In general, disciplinary actions will be designed not merely to correct misconduct, but to encourage and motivate students to become responsible citizens of the school community. District personnel will be responsible for implementing all accessible prevention and intervention measures, to the extent possible, prior to taking disciplinary action. These measures would

include a range of District programs and the services of specialized personnel, as well as appropriate community resources that are available to students and families. In all cases prior to a student being removed to a disciplinary alternative education placement, teachers, administrators, and campus behavior coordinators will draw from a range of current discipline management techniques.

Policies (rules) and procedures regarding student behavior refer to the actions of students while on school property, including actions that occur before, during, and after regular school hours. The rules also apply to all school-sponsored/related activities or events, such as field trips, sports, dances, assemblies, or evening school-related events on or off school property. Students and parents/guardians should be aware that certain discipline offenses, whether at or away from school, may result in the student's placement in an Off-Campus Disciplinary Alternative Education Program (DAEP) or expulsion to either a DAEP or the Travis County Juvenile Justice Alternative Education Program (TCJJAEP).

This document references Chapter 37 of the Texas Education Code (TEC), which governs parts of the code of conduct. TEC and AISD policies, regulations, and exhibits about discipline and behavior management are online at:

TEC: http://www.statutes.legis.state.tx.us/?link=ED

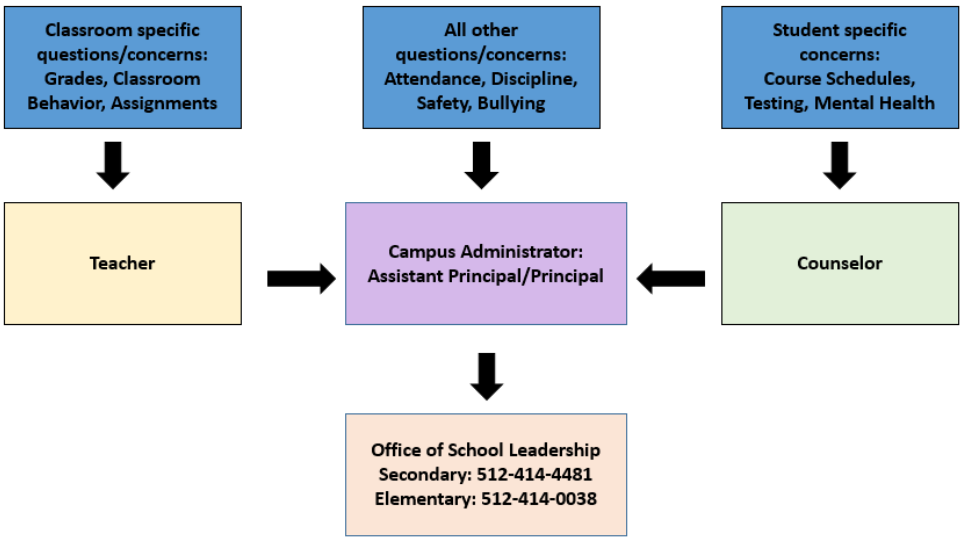
AISD policies, regulations, and exhibits: http://pol.tasb.org/Home/Index/1146

Because each campus community is distinct, this document covers all of AISD and there may be rules or expectations unique to a campus. Please visit your student's school website to find the campus student handbook.

Note: When you register your student to attend an AISD school, you are acknowledging that you can electronically access this document as well as request a hard copy at your student's school. Even if you do not read this document, your student still must follow the rules in it.

Parental Questions or Complaints

When parents/guardians have questions or complaints regarding disciplinary actions, they should talk to the teacher or the campus administrator. If questions or concerns were not addressed after speaking with school personnel, concerns can be reported to the Office of School Leadership at 512-414-0038 (Elementary) and 512-414-4481 (Secondary). Concerns and questions can be submitted electronically using Let's Talk. Complaints can also be submitted in accordance with FNG (LOCAL).



Parents/guardians may get a copy of the policy from the principal's office, or the student handbook can be accessed online at www.austinisd.org. However, the consequence will not be delayed while waiting for the outcome of the complaint. If you have questions or concerns about student discipline, please call the Discipline Standards and Accountability Office at 512-414-2182.

Student Rights and Responsibilities

Safe and Inclusive Educational Environment

Student Rights	Student Responsibilities
To go to school in a happy and calm environment	To be kind
To have teachers and school staff who are kind and helpful	To tell someone if you need help
To feel safe at school	To follow school rules and tell an adult when someone is being mean or when something is not safe

Attendance

Student Rights	Student Responsibilities
To know the rules about being absent or late	To go to class every school day, be on time, and have a note for an absence
To make up work or take tests after being absent	To ask to make up missed work and finish it on time taking accommodations into account

School Counseling Services

Student Rights	Student Responsibilities
To attend school with staffed counselors Elementary- 1 counselor: 450 Students Secondary- 1 counselor: 350 Students	To access help from a counselor
To have a school counselor	To ask for help when needed
To have access to school counselors	To cooperate with school staff when help is offered

Privacy and Property Rights

Student Rights	Student Responsibilities
To have items at school that are respected as private, as long as it's appropriate for the items to be at school	Only have things at school that are appropriate to be at school
To have personal property respected	To respect the personal property of others

Student Rights and Responsibilities (continued)

Free Speech/Expression

Student Rights	Student Responsibilities
To share thoughts in a respectful way	To respect the rights of others when they share their thoughts
To choose when to participate in the Pledge of Allegiance and other U.S. traditions	To behave respectfully during the Pledge of Allegiance and other U.S traditions
To have religious beliefs respected	To respect the religious beliefs of others
To help make school publications	To work with a school staff member to make school publications that are good for students
To be protected from bullying or threats	To not bully or threaten anyone

Parent/Guardian Responsibilities

Parent/Guardian responsibilities for ensuring a positive learning environment for their student(s) include the following:

- Ensuring students arrive at school on time every day prepared to learn
- Ensuring students read and complete their homework each night
- Supporting school, district, classroom, and school-related activity rules for student behavior and ensuring that their children conduct themselves according to district standards
- Providing the school with their current address, email, and phone numbers for effective communication
- Providing the appropriate school personnel with any student information that will affect the student's ability to learn and the student's behavior
- Reading, acknowledging, and understanding these rules and the rules applicable to their children's conduct while they are at school
- Work with school and officials to improve student behavior by supporting available District resources (Youth & Family, Psychological & Social Services)
- Avoid identifying other children when discussing concerns in public forums
- Address campus and District staff with respect

District Responsibilities and Authority

District Responsibilities

- Teachers shall establish classroom standards/rules that focus on good student conduct and support school/district policies and procedures.
- Administrators shall work with students, parents, staff, and the community to develop an effective school behavior plan that promotes and maintains the support of good student behavior.
- Central office staff shall provide services and support to campuses that maintain a positive learning environment.
- Employee Standard of Conduct (Board Policy DH)
- The SEL and CP&I Department offers on-going professional learning opportunities for campus staff to support the implementation of trauma-informed practices and Social-Emotional Learning and Culturally Proficient & Inclusive practices.

Discipline Authority

The District has the right to discipline a student when:

- A student does not follow the rules when they are at school, at a school event, or in a school vehicle.
- The student is within 300 feet of school property or riding in a school vehicle.
- A student is not at school and the behavior negatively impacts the school community.
- A student posts threatening messages on social media about another student, staff, or school property.
- A student commits a crime, even when they are not at school.
- During lunch periods in which a student is allowed to leave campus.
- The student is at any school activity, including summer school, even when the activity is not on campus.
- A student breaks any campus code of conduct for a student club, organization, or extracurricular activity.
- A student breaks the law on or off school property or at a school event.
- A student tries to get back at or threatens a school employee or volunteer, even if they are not on campus.
- A student is a cyberbully, defined by Education Code 37.0832.
- The student commits a felony, as defined by the Texas Education Code.
- The student is required to register as a sex offender.

Education Code 37.015 states that the principal or Campus Behavior Coordinator, and other school administrators as appropriate, in addition to disciplinary consequences, shall report misdemeanor and felony offenses committed on campus, to the appropriate law enforcement agency, as required by law.

District Responsibilities and Authority (continued)

Campus Behavior Coordinator

It is the law that every school has a Campus Behavior Coordinator (CBC). This person may be the principal or a person the principal chooses. The school website is required by law to include the name and contact information of the Campus Behavior Coordinator. It is the Campus Behavior Coordinator's job to be in charge of student discipline.

The Campus Behavior Coordinator will work with school staff to create safety rules and enforce those rules with students.

Before the Campus Behavior Coordinator disciplines a student, they must know:

- If the student acted in self-defense
- What the student was trying to do
- If the student has been disciplined before
- If the student has a disability (as required by law, IDEA, 504)
- If the student is homeless or in Child Protective Services

It is important for parents/guardians and the community to understand that the Texas Education Code requires school districts to complete what is termed "administrative processes." These processes are separate and different from what a juvenile or adult court will do when a student breaks the law. To take action, the District has to show only a preponderance of evidence or reasonable belief that a student violated the Student Success Guide. The District does not have to show proof beyond a reasonable doubt.

When a student is charged by law enforcement with a Penal Code violation, the District will act on that charge. The District continues the administrative discipline process, even if the following occurs:

- The District Attorney decides not to prosecute.
- The case is non-suited, reduced in severity, or cleared by exception.
- The police do not file a report.
- The grand jury no-bills in an adult proceeding.

Notification

If a student engages in general misconduct that might result in a serious consequence the Campus Behavior Coordinator will immediately contact a student's parents/guardians by phone or in person. The Campus Behavior Coordinator will let the student's parent/guardian know if a police officer takes custody of a student. The Campus Behavior Coordinator will make every attempt to let the parents/guardians know what happened on that day. If the parent/guardian cannot be reached by 5 p.m. the business day after the incident, the Campus Behavior Coordinator or school staff will send an email or mail a letter to the parent/guardian telling them what happened.

District Responsibilities and Authority (continued)

Due Process

Due process means that if a student breaks a rule or law, they get to tell their side of the story. Due process is part of the Student Success Guide and state law, and it will be used before school staff makes a decision about discipline. If school staff believe that a student broke a rule or law, they will tell the student what they think and the student is allowed to say if they agree or disagree, and they will have a conversation about it.

If a student is removed from class, the Campus Behavior Coordinator will schedule a meeting to talk about the issue. It won't take longer than three school days after the student was taken out of class for the meeting to be scheduled. The meeting may include school staff, including a teacher, parents/guardians, and the student. At the meeting, school staff will explain why they removed the student from class, and the student can tell their side of the story. The Campus Behavior Coordinator will make every attempt to invite the student and parents/guardians to the meeting, but they can still have the meeting even if the student or parents/guardians can't come. The student may not return to their regular classroom pending this conference without the approval of the Campus Behavior Coordinator.

After the meeting, the Campus Behavior Coordinator will call or send an email or letter to the parents/guardians telling them what decision was made.

Intervention Strategies

Below are various prevention and intervention strategies that may be used.

Level 1: Proactive Behavior Support

Campus staff will:

- Model and support character education and social-emotional learning. Rules, procedures, and expectations will be taught, practiced, reviewed at key intervals, and repeated when needed.

Supports

Character Education

Character education helps students understand, act, and care about values such as respect and responsibility. At AISD, everyone should exhibit positive character traits. Students and families should also expect AISD administrators, staff, and teachers to model these characteristics. Here are things students are taught so they exhibit positive character in school and life.

- Caring – Wanting other people to be well.
- Citizenship – Doing good for the community.
- Courage – Doing the right thing, even when it's hard.
- Honesty – Telling the truth.
- Hope – Believing in success.
- Justice and Fairness – Treating everyone equitably.
- Perseverance – Not giving up.
- Respect – Caring about yourself, others, and property.
- Responsibility – Owning up to your actions.

Helping Students Exhibit Positive Behavior

School culture has a big effect on students' relationships and how they do in school. Schools must be places where everyone feels included and where all students have the social and emotional support they need. It is also important for students to have activities where they can bond with caring, supportive adults who will help them be their best.

Social-Emotional Learning (SEL) and Cultural Proficiency and Inclusiveness (CP&I) are integral to students' academic success. SEL helps students understand their emotions, care for others, have good relationships, and manage stress. It teaches students how to face challenges and make good choices.

It is up to everyone at AISD to create safe and inclusive environments and support student well-being. If a student is struggling to meet expectations, school staff are there to identify the student's needs and provide support, which may include talking to the student's parents/guardians.

If a student is having a difficult time, there are many ways school staff can help. Some things can be done at the moment and some things can be taught ahead of time. A Child Study Team is one way to help. Other examples are working on skills to support students in being able to:

- Communicate well
- Get along with other students
- Manage stress
- Solve problems
- Regulate strong emotions
- Ask for help

If a student might be helped by special educational services, a Child Study Team should meet as soon as possible to discuss.

Positive Discipline

It is important to take a positive approach to discipline. The positive approach helps students, little by little, make changes and exhibit positive behavior.

The goal of a positive approach is to help students learn from their mistakes and not repeat inappropriate behavior. This helps students:

- Know if they did any harm and what they could have done differently
- Take responsibility for their actions
- Try to make things better
- Learn how to be a good friend and student
- Understand what will happen if they exhibit inappropriate behavior

School staff should be sensitive to issues that may influence the behavior of students and respond in a way that is supportive of their needs.

Discipline is designed to help create a safe and positive school culture and school staff should build strong relationships and guide students. If a student needs to take a break from the classroom, staff will help them return to their classroom as soon as possible.

There is not one easy way to help students behave well. When we are working with students, we first ensure they feel a sense of belonging. When we observe behavior that conflicts with our expectations, we ask:

- What do we see when the student is in front of us?
- What is the cause of the behavior?
- What does the student need?

Culturally Responsive Restorative Practices

Please see the section on the Culturally Responsive Restorative Practices (CRRPs) that are used as Level 1 interventions.

Intervention Strategies (continued)

Level 2: Assistance for students who require support in meeting an expectation

Campus Staff Will:

- Help foster a sense of belonging.
- Work to understand what has happened.
- Work with the student (for minor issues) or the student and caregivers (for larger issues) to develop a shared understanding and a plan to move forward.
- Consider actions that will be helpful in moving forward, such as conferences, documentation, access to support staff, restorative circles, etc., and provide those supports.

Potential Additional Supports

- Classroom visits by someone from the principal's office, (Multi-Tiered Systems of Support) MTSS Department, SEL and CP&I, and/or early childhood specialists to come up with a plan to support the student.
- Counseling with a school counselor or an outside counselor.
- Review and re-teach school rules, expectations, and procedures.
- Culturally Responsive Restorative Practices (CRRPs)

Level 3: Extra Assistance for students who require support in meeting an expectation

Campus Staff Will:

- Have a District Child Study Team meeting with the Director of Multi-Tiered Systems of Support (MTSS) to come up with a plan to support the student. People who may come to the meeting:
    - AISD: Campus Executive Director, counselor, school support coaches, child specialist, 504/dyslexia staff, special education staff, SEL and CP&I specialist, and behavioral counselors
    - Family: Parents/guardians, student
    - Campus: Principal or representative, teacher/s, campus counselor, campus mental health resource officer
- Help the family find community counseling and support

Supports

- Connect families with school mental health centers/family resource centers.
- Connect family with community partners at school.
- Culturally Responsive Restorative Practices (CRRPs)

Culturally Responsive Restorative Practices

Culturally Responsive Restorative Practices (CRRP) - creating a campus environment where students, parents, and staff nurture trusting relationships, are invited to share and be their authentic selves, and have a sense of belonging and connection in the campus community.

Philosophy

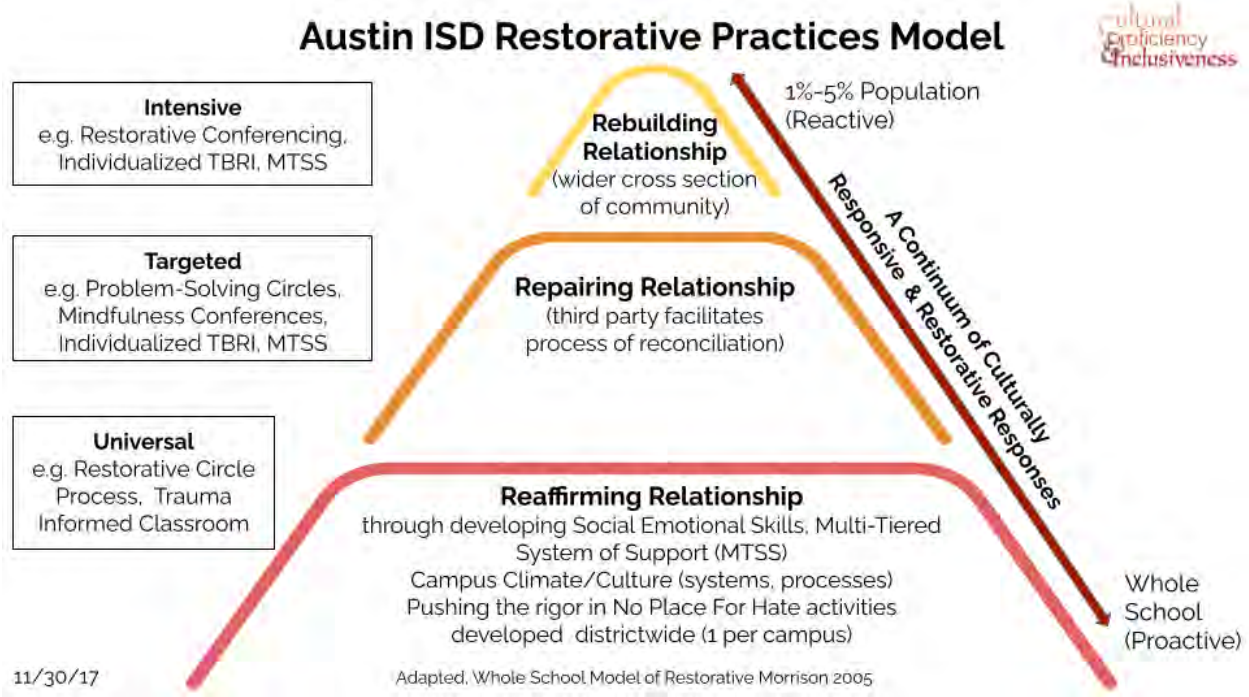
Seven Core Assumptions About Human Beings-*What we believe to be true*

1. The true self in everyone is good, wise, and powerful.
2. The world is profoundly interconnected.
3. All human beings have a deep desire to be in a good relationship.
4. All humans have gifts, and everyone is needed for what they bring.
5. Everything we need to make positive change is already here.
6. Human beings are holistic.
7. We need practices to build habits of living from the core self.

Source: Circle Forward by Carolyn Boyes-Watson & Kay Pranis (2015) Living Justice Press

We use these assumptions to frame the work, actions, and focus of restorative practices in our district and schools. They also support a shift from a punitive to a restorative mindset which is needed to implement CRRP with integrity.

The Seven Core Assumptions are our shared responsibility to learn and embody these practices within ourselves as adults first.



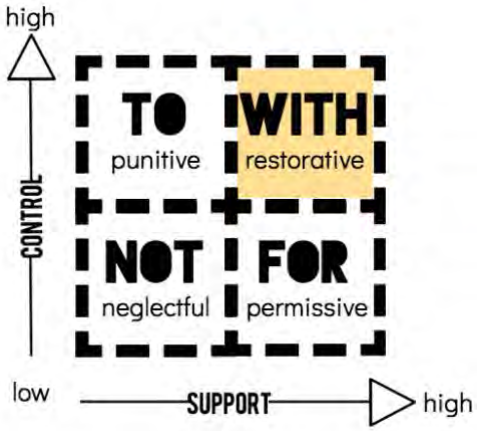
Culturally Responsive Restorative Practices (continued)

Tiered Model

The Austin ISD Restorative Practices Model represents all three tiers of Culturally Responsive Restorative Practices (CRRP). This is similar to the Response to Intervention model that is used with Child Study Teams. The bottom layer is Tier 1 and the activities listed at that level are universal and intended for all campus community members including adults and children. Tier 1 practices are a proactive approach to limit the possibility and occurrence of harm in the school environment.

A strong campus-wide foundation of Tier 1 practices and a deep commitment and focus on relationship building is needed for the implementation of Tier 2 and Tier 3 practices. Tier 2 is a targeted approach to repair relationships and only some adults and children will engage at that level of CRRP but not all. Tier 3 is an intensive support to rebuild relationships, and only 1-5% of the student population will be involved with that level of CRRP. A more experienced Restorative Practices facilitator is needed to support building campus capacity to implement Tier 2 and Tier 3 practices in a way that honors everyone's dignity.

Social Discipline Window



(Adapted by Paul McCold and Ted Watchel)

Culturally Responsive Restorative Practices aims to work WITH students to build a positive classroom/school environment. The goal, then, is to SUPPORT students in a way that they possess a high level of belonging and agency to engage with peers and the adults in the school. A key element of the restorative process is that, whenever possible, WITH also includes family, friends, the community, and anyone impacted by the engagement in school.

Note: Austin ISD is at the beginning stages of scaling Restorative Practices districtwide. Campuses have varying levels of Restorative Practices implementation.

Tier 1 School-Wide Practices

The goal of Tier 1 practices is to help build a caring, equitable, restorative community with conditions conducive to learning. Some of these practices include:

- Creating shared values and agreements/guidelines
- Non-Violent Communication
    - Affective Statements - are often described as personal expressions of feelings in response to others' positive or negative behaviors. The idea is for teachers to connect students with how their behavior is "affecting" or impacting themselves or others. "Using affective statements helps us to specify the behavior that a student is exhibiting and encourage or discourage that behavior while improving or maintaining the relationship between the teacher and student."
    - Affective Questions -are questions that cause people to reflect on how their behavior has affected others.
- Impromptu Restorative Conferences/Check-in/Conversations
    - brief one-on-one chats can be for relationship building, academics, or a concerning behavioral disruption.
- Daily practices to build relationships and build/deepen trust:
    - Circles with Students, Staff, and Parents/Guardians: there are many types of Tier 1 circles that can be used here including but not limited to:
        - Community Building Circles: a space where you use empathy and self-reflection, create a sense of belonging through sharing stories and active listening, build/strengthen relationships, and create/deepen connections.
        - Academic Circles: can be a space where you share/teach one another. This enhances learning by providing an interactive forum for all students to participate in the learning process.
        - Talking Circles: these focus on a particular topic; this is an opportunity to hear different perspectives on the matter. This is not mediation or a harm circle. You are not trying to mend a relationship or come to an agreement, but rather, create a venue for different voices to be heard.
        - Celebration Circles: Honor and recognize important moments in the community. A celebratory form of community building.
        - Decision-Making Circles: Group planning- perhaps smaller circles make initial proposals to bring forward to a larger group.
    - Mindfulness Practices
        - Practices that enhance youth and adults' ability to be fully present, aware of where they are and what they are doing, and not be overly reactive or be overwhelmed by what's going on around them.
    - Consistent use of Social Emotional Learning (SEL) & Cultural Proficiency & Inclusiveness (CP&I) practices/ways of being such as:
        - Inclusive Welcome, Optimistic Closures, Morning Meetings, Brain Breaks
        - Understanding yourself, your identity, and recognizing your proximity to power and privilege
        - Discussing what is happening in the world around us with both adults and youth using your co-created values and agreements.
        - Tapping into adults' and students' cultural capital: seek ways for everyone to share their skills, knowledge, and strengths that they bring to the "table."

General Guidelines and Notifications

Offensive Language

It is the position of the Austin ISD Board of Trustees that the use of offensive language in the school environment is unacceptable and tends to create a hostile work and educational environment. Such language includes, but is not limited to, the use of slurs or offensive language related to race, ethnicity, gender and/or gender orientation, disability, and religious beliefs. In order to maintain a safe and appropriate educational environment for students and employees, all District employees are required to report such violations of the Student Success Guide to the appropriate campus administrator.

Extracurricular Activities

With the approval of District leadership and the school principal, sponsors and coaches of extracurricular activities may develop and enforce standards of conduct that are higher than the District-developed Student Success Guide. Adherence to these higher standards may be required for a student to establish and maintain membership and eligibility for participation in those activities. These organizational standards of behavior are independent of the Student Success Guide, and violations may result in independent disciplinary action by the school. Students shall be informed of any extracurricular behavior standards for the organization in conjunction with tryout, practice, or acceptance/induction into membership. Students and their parents/guardians shall sign and return to the sponsor or coach a statement acknowledging recognition of the extracurricular behavior standards and consent to abide by them as a condition of membership or participation in the activity. A student may be removed from membership or participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of behavior or for violations of the Student Success Guide. The higher standards may take into account conduct that occurs at any time, on or off school property. No provision of the extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

False Accusations

Be advised that teachers, administrators, or any District employee, falsely accused may file a criminal complaint against any person making a false police report. If any District employee is harmed by a student's false accusation, the victim may seek civil damages from the student/parent/guardian. These are individual rights and do not belong to the school district. Employees shall consult their own attorney for legal advice and counsel in these situations.

Reporting a Crime

The CBC and other school administrators will report crimes as required by law, including child abuse. A school administrator who suspects that a crime has been committed on campus will call local law enforcement.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the District shall comply with federal law. For more information on Austin ISD's local policy on these topics, please see the following: FO (LOCAL), Student Discipline. Please see Texas Education Code 37.0021 for information on the use of confinement, restraint, seclusion, and time-out.

Protections for Students Before It's Known That They Have a Disability

If a student breaks a rule and has knowledge that the student may have a disability, the student is protected by the same rights afforded to all students with disabilities. The campus or District is considered to have knowledge that a student may have a disability if:

- Prior to the offense, the student's parents/guardians notify the campus or District that the student has a suspected or documented disability and/or that the student needs 504 or special education services; or
- Prior to the offense, the parents/guardians and/or campus have requested an evaluation of the student; or
- Prior to the offense, the student's teacher or another school staff tell the campus administrator or District administrator that they think the student has a disability and/or needs 504 or special education services.

If the student's parents/guardians refused Section 504 or special education services for the student, did not give consent to an evaluation, or the evaluation determined that the student does not have a disability, then these protections do not apply.

If the District does not have knowledge that the student may have a disability before they discipline the student, the District will use the same discipline rules that apply to students without disabilities.

Students with Disabilities: Americans with Disabilities Act Amendments Act and Section 504

In compliance with the Americans with Disabilities Act Amendments Act and Section 504, a Manifestation Determination Review (MDR) meeting must be held before a student receiving Section 504 services is removed to an alternative educational setting or other location exceeding 10 school days (consecutive and non-consecutive days). Before a change of placement (moving a student), the behavior of a student receiving Section 504 services must be reviewed to determine if the conduct in question is a manifestation of their disability. This reevaluation is called a Manifestation Determination Review (MDR) meeting and must happen before a student receiving Section 504 services is removed to an alternative educational setting or other location. An MDR is a review conducted by the Section 504 Committee when a

discipline removal is proposed that would result in a change of placement that exceeds 10 school days. The deciding members of the 504 committee will determine if:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- whether the conduct in question was the direct result of the school's failure to implement the Section 504 Plan; and
- And must consider extenuating circumstances and whether the alternative placement is in the best interest of the student.

The committee must have knowledge of the student, the placement, and the evaluation data and determine if the student's behavior is a manifestation of the student's disability, and review the 504 Accommodation Plan, characteristics of the student's current 504 eligibility(s), and other relevant records. The committee must include the campus 504 Coordinator, an administrator, and a general education teacher; additional staff and parents/guardians can be included but cannot be deciding members of the committee. The MDR meeting is considered a re-evaluation.

At the conclusion of the MDR meeting, the Section 504 committee will decide if an additional evaluation and/or Behavior Intervention Plan (BIP) is warranted. If the committee decides that the student's behavior is directly related to their disability, the student may not be removed from their current placement. If it is determined that the student's behavior is not a manifestation of the student's disability, the student may be removed to an alternative educational setting for no more than 45 school days.

A student with a disability may not be placed in an alternative educational setting for more than 45 school days, regardless of if it is determined the behavior was a manifestation of their disability. <u>There are special rules and circumstances when a student</u>:

1. Carries a weapon to school or to a school event.
2. Seriously hurts someone at school or a school event.
3. Has or uses illegal drugs, or sells or helps sell illegal substances at school or school events on purpose.

For conduct involving bringing weapons to school or school events, or serious injury to a person(s) at school or school events: If the conduct is determined to be a manifestation of their disability and/or a direct result of the school's failure to implement their 504 plan, the student is still subject to removal to an alternative educational setting for no more than 45 school days.

For conduct involving drugs and alcohol: Students with disabilities identified through Section 504 are subject to the same disciplinary procedures regarding alcohol and drugs to the same extent as their non-disabled peers. Due process protections under TITLE 34, SECTION 104.36 do not apply in this situation even if the behavior is a manifestation of the disability, and the LEA <u>is not required</u> to conduct a manifestation determination review. TEXAS EDUCATION CODE requires the removal from class and placement at a disciplinary alternative educational program

for certain conduct, including when students sell, give, or deliver controlled substances, marijuana, or alcohol.

Students with disabilities do not lose their protections under the law and their Section 504 accommodations and protections will follow them to the alternative educational setting. The campus will need to convene a Section 504 meeting upon the student's return to campus to update the 504 plan as necessary.

Individuals with Disabilities Education Act (IDEA)

A student with a disability may be removed to an Interim Alternative Education Setting (IAES) or suspended for no more than 10 school days in a school year (it must be done in the same way it would be for students without disabilities).

School staff need to consider anything that is special about the student's situation, produce supporting data, and take input from parents/guardians when deciding if a disciplinary change of placement is good for the student. A disciplinary change of placement occurs if:

1. The removal is for more than 10 consecutive school days: or
2. There is a pattern of short-term removals that total more than 10 school days in a school year.

The school must inform the student's parents/guardians of any plans to consider an alternate placement for disciplinary infractions and make all efforts to include the parents/caregivers in the Manifestation Determination ARD. All parents/guardians must be made aware of their rights and given a copy of the Procedural Safeguards.

Within 10 school days of any decision that results in a disciplinary change of placement due to breaking a school rule, the District will:

1. Seek consent from the student's parent/guardian to conduct a Functional Behavioral Assessment (FBA) of the child, if an FBA has never been conducted or the most recent FBA is more than a year old; and
2. Review any previously conducted FBA and any behavior intervention plan (BIP) developed for the student based on that assessment; and as necessary:
    a. Develop a behavior intervention plan (BIP) for the student if the student does not have a plan; or
    b. If the student has a behavior intervention plan (BIP), review and/or revise the student's plan to address the behavior of concern.

Within 10 school days of any decision that results in a disciplinary change of placement, the Admission, Review, and Dismissal (ARD) committee must decide if the student's behavior could be caused by or related to the student's disability. This is called a Manifestation Determination Review (MDR). When making this decision, the ARD Committee must conduct a file review of any important information, including the student's Individualized Education Program (IEP), any teacher notes, and any important information from the parents. They use this information to

decide if the student's behavior was because of their disability or if it was because the IEP was not followed.

If the decision is that the behavior was because of the student's disability, the ARD committee has to:

1. Conduct a functional behavioral assessment (FBA), unless the District had conducted an FBA less than one year before the behavior that resulted in the change of placement occurred, AND implement a behavioral intervention plan (BIP) for the student.
2. Review any previously conducted FBA of the child and any behavior intervention plan (BIP) developed for the student based on the assessment; and as necessary.
3. Develop a Behavior Intervention Plan (BIP); or if the student has a behavior intervention plan (BIP), revise the student's plan.
4. The ARD committee must also return the student to the placement from which he was removed unless special circumstances exist, or the parent and District agree to a change of placement as part of the modification of the BIP.

When the removal is for weapons, drugs, or serious bodily injury under 34 C.F.R. § 300.530(g), the child may remain in a disciplinary alternative setting, as determined by the child's IEP Team, for the duration of the removal regardless of whether the violation was a manifestation of their disability (34 C.F.R. § 300.530(f)(2)).

If it's decided that the behavior is not because of the student's disability, they can be disciplined the same as students without disabilities and, during this alternative placement, the student must continue receiving services while they are removed.

When a student is removed, the ARD committee must discuss a plan to continue to provide the student a Free Appropriate Public Education (FAPE) which may be at an Interim Alternative Education Setting, so the student can continue to:

- Receive educational services to enable them to continue to participate in the general education curriculum and districtwide state assessments, although in another setting.
- Make progress towards meeting their Individualized Education Program (IEP) goals.
- Receive behavioral intervention services, as appropriate, and special help so they don't repeat the behavior.
- A Functional Behavioral Assessment (FBA) may need to be requested.

The ARD committee decides the interim alternative education setting (where the student goes in the meantime). Nothing in this code means that the district can't report a crime committed by a student with a disability. If the school District reports a student to the police, the student's special education and discipline records will also be provided as requested.

A student with a disability may not be disciplined for bullying, harassment, or making a hit list until an ARD committee has met to discuss what happened.

The regulations in 34 CFR §300.532(a) provide that the parent of a child with a disability who disagrees with the manifestation determination, under 34 CFR §300.530(e) may appeal the decision by requesting a due process hearing. A parent also has the right to file a State complaint alleging a denial of a free appropriate public education and to request voluntary mediation under 34 CFR §300.506.

When this happens, the State or District will have a hearing sooner than usual; it will be within 20 school days of the date that the parents/guardians ask for the hearing, and a decision will be made within 10 school days after the hearing. During the appeal, the student will stay in the interim alternative educational setting until the decision is made or until their time is up, whichever comes first, unless the parents/guardians and the District agree on something else.

HB3928

Students who experience exclusionary discipline may have unidentified disabilities that impact their learning. Accordingly, the bill amended TEC §37.006 and §37.023 to require that each school district provide information to a student's parent regarding the process for requesting an FIIE (Full Individual and Initial Evaluation) when the student is placed in a Disciplinary Alternative Education Program (DAEP) and as part of the student's personalized transition plan when returning to campus from a DAEP. TEA suggests that school districts use language from the required student handbook statements regarding students who are experiencing learning difficulties when providing this information. Since the requirement refers specifically to initial evaluations, the requirement would not apply to students who are already served by special education.

From Chapter 37 regarding disciplinary removals:

Consideration will be given, as a factor in each decision concerning suspension, removal to a disciplinary alternative education program, expulsion, or placement in a juvenile justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:

(A) self-defense;
(B) intent or lack of intent at the time the student engaged in the conduct;
(C) a student's disciplinary history;
(D) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
(E) a student's status in the conservatorship of the Department of Family and Protective Services; or
(F) a student's status as a student who is homeless;

The MDR ARD committee must consider these when determining placement even if it is considered mandatory by the district.

Safety and Security

The District's Right to Interview Students

School officials have the legal authority and responsibility to investigate violations of the Student Success Guide, and to interview students without prior notice to parents/legal guardians or the consent of parents/legal guardians in order to do so. This authority derives from the common law doctrine of “in loco parentis”, which means school officials are standing in the place of the parents when students are at school or attending school activities. School officials, including law enforcement officers acting as school officials, exercise this authority to maintain the safety and security of the school environment. Except when a student is placed under arrest, any interview of a student conducted by District police officers will be non-custodial in nature. In this context, “non-custodial” means the interview is voluntary, and the student may decline to answer questions or end the interview at any time.

Searches

District staff may search students, their things, and their cars, as long as staff follows State, Federal, and District rules about searches. Staff may not search some groups of students more than other groups; Here is more information about searches: FNF(LEGAL) and FNF(LOCAL)

District staff are allowed to search a car that a student drives to school if they think that the car has things in it that are not allowed on school property. Desks, lockers, technology, or other things given to the student by the District may be searched at any time, and the District does not have to tell the student before they search the item.

Security Staff

The board utilizes police officers, school resource officers (SROs), and security personnel to ensure the security and protection of students, staff, and property. District Campus Safety Monitoring personnel assist school principals in maintaining order, resolving conflicts, and ensuring that safety rules are followed on school grounds. In accordance with law, the board has coordinated with the Campus Behavior Coordinator and other District employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The primary duties of District police officers are to perform law enforcement functions for the District that aid in protecting the safety and welfare of any person engaged in the educational process within the police officers’ jurisdiction, and in protecting the property, real and personal, of the District. In the performance of these primary duties, police officers shall first attend to protecting persons, school-owned assets, and property. Secondly, they shall attend to protecting students, school personnel, and District personal property (assets) off District property but within the jurisdiction (District boundaries) of the police officers.

The secondary duties of District police officers are guided by Articles 2.13 and 14.03, Code of Criminal Procedure, involving non-school-related cases. Article 14.03 specifies offenses committed in the presence of a police officer. Intervention in other non-school-related cases

shall be handled on an emergency basis and shall be concluded within a reasonable time. The District police officer shall notify the agency with primary jurisdiction and will release the responsibility of the case to that agency. The intent of the transfer of jurisdiction is to enable more effective protection of persons engaged in the educational process, not to provide regular police service to communities.

Threats

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the District's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

The District takes all threats seriously. Threats of any nature will be investigated to the full extent allowed by law and District policy. Threats of any kind against a school, students, or staff are not tolerated. All school threats are investigated by school officials and law enforcement.

Threats that result in evacuations, lockdowns, and investigations by an official or agency organized to deal with emergencies, will result in the application of a discipline policy. Any disciplinary action taken will be in accordance with TEC Chapter 37 and the Student Success Guide.

Please emphasize to your student that all such threats—made verbally or over any social media channel—are investigated immediately. Students may be detained or arrested on a charge of making a terroristic threat, even if the threat is not credible.

Threats are addressed in accordance with the Safe and Supportive School Program guidelines found in Chapter 37.115. Positive Behavior Interventions and Supports (PBIS) should be considered when appropriate.

Inappropriate Use of Computer/Internet/Email

The following actions constitute inappropriate use of computer/internet/email and could lead to disciplinary action.

- Violating policies, rules, or any agreements signed by the student or the student's parent regarding the use of technology resources. See AISD's Acceptable Use Policy.
- Attempting to access or circumvent passwords or other security-related information of the District, students, or employees, or uploading or creating computer viruses, either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Attempting to alter, destroy, or disable District technology resources, including but not limited to computers and related equipment, District data, the data of others or other networks connected to the District's system, either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Using email or websites to engage in or encourage illegal behavior or threaten school safety, including off property if the conduct causes a substantial disruption to the educational process.
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal,

including cyberbullying (see glossary) and “sexting,” either on or off school property if the conduct causes a substantial disruption to the educational environment, or infringes on the rights of another student.

Registered Sex Offenders

If the District gets a lawful notice that a student is required to register as a sex offender, the administration must take the student out of the regular classroom and determine the appropriate school. If the court orders the student to go to a JJAEP, that is where the student will go.

If the student is under court supervision, including probation, community supervision or parole, they will go to a DAEP or JJAEP.

If the student is not under court supervision, they will go to a regular classroom, a DAEP, or JJAEP. The student may not go to a regular classroom if the board, or the Assistant superintendent or Assistant superintendent’s designee decides that the student’s presence in the classroom:

- Threatens the safety of other students or teachers.
- Will be bad for the educational process.
- Is harmful to other students.

Review Committee

After the end of the first semester that a student is in a DAEP or JJAEP, and before the beginning of each semester that a student is in a DAEP or JJAEP, the Campus Behavior Coordinator, following State law, will review how the student is doing. The Campus Behavior Coordinator will include an associate superintendent or designee, and they will say if the student should go back to their regular school. Unless the District becomes aware of other relevant information, AISD must follow the Campus Behavior Coordinator’s recommendation.

The Admission, Review, and Dismissal (ARD) committee must review the placement of a student with a disability who receives special education services.

Newly Enrolled Student

If a student who is a registered sex offender enrolls at AISD while they are required to be in placement, the District may count any time that the student already spent in placement, or the District can decide that the student has to stay in placement without conducting another review.

Appeal

A student or the student’s parent/guardian may appeal the placement by requesting a conference between the Board of Trustees or its designee, the student, and the student’s parent/guardian. The conference is limited to the factual question of whether the student is required by a court order to register as a sex offender. The burden of proof is on the student or the student’s parent/guardian. Any decision of the board or its designee under this section is final and may not be appealed.

Student Removals

Removal from the School Bus

When a student is on a school bus, the District's main job is keeping students safe. The bus driver needs to be able to focus on driving safely and not be distracted by students behaving poorly. If a student keeps behaving poorly, even after the behavior has been addressed by the bus driver, the bus driver may send the student to the principal's office. The principal will discipline the student and might not let them ride the bus anymore.

Removal from Classroom By Teacher [TEC 37.002(B) (D)]

If a student keeps behaving poorly in class, a teacher may take them out of class. (*Here is the official definition: A teacher may remove from class a student who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or whose behavior the teacher determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn [TEC 37.002 (b)]. A teacher or administrator may also remove a student from class for an offense for which a student may be suspended and/or placed in a Disciplinary Alternative Education Program [TEC 37.002 (d)].*)

If a student does any of the following things to their teacher, they cannot go back to class unless the teacher says it's OK: assault with bodily injury, aggravated assault, sexual assault, or aggravated sexual assault. If one of those things happens, the principal or school staff must let the parents/guardians know within 24 hours of getting the report from the teacher.

Conference for Removal by Teacher

If a student is removed from class, there will be a meeting within three school days to talk about what happened. The meeting will include the student, parents/guardians, and the teacher. Before the meeting happens, the principal or school staff can send a student to another classroom, In-School Suspension, Out-of-School Suspension, or a Disciplinary Alternative Education Program, if needed.

After the meeting, the principal will tell the student and the parents/guardians if the student broke a rule. When a student has been taken out of class [TEC 37.002], the principal or school staff cannot send the student back to class unless the teacher says it's OK or if the Placement Review Committee (information below) says it's best.

Placement Review Committee for Removal from Classroom by Teacher

Each school will create a Placement Review Committee, which will have three people in it: two teachers who are picked by school staff and one person picked by the principal. There will also be someone picked by school staff to be the backup if someone else can't make it. The job of the committee is to figure out what to do when a teacher does not want the student to come back to their class.

Student Removals (continued)

Suspension

In-School Suspension: The student remains on campus in a room separate from the student's regular classroom(s). FO (Regulation)

Out-of-School Suspension: Students are sent home from school and must remain at home until the end of the suspension. FO (Regulation)

Students may be suspended for any behavior listed in the Student Success Guide. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. AISD allows a student to be suspended from school for up to two school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. A student who is to be suspended will be afforded due process consisting of an informal conference with the principal or other appropriate administrator advising the student of the misconduct with which the student is charged, and giving the student the opportunity to explain their version of the incident. The principal or other appropriate administrator will determine the suspension duration. Any restrictions on participation in school-sponsored or school-related extracurricular and non-curricular activities will be determined by the principal or other appropriate administrator. A student may appeal the decision of the Campus Behavior Coordinator to the campus principal or designee. The student will remain on suspension pending any appeal.

No elementary student enrolled in a grade level below grade three shall be placed in out-of-school suspension, unless while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engaged in: conduct that contains the elements of an offense related to weapons (unlawfully carrying weapons or prohibited weapons); conduct that contains the elements of a violent offense (assault [see glossary], sexual assault, aggravated assault, or aggravated sexual assault); or selling, giving or delivering to another person or possessing, using, or being under the influence of any amount of marihuana or a controlled substance, a dangerous drug or an alcoholic beverage [TEC Section 37.005].

No student who is homeless may be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engaged in: conduct that contains the elements of an offense related to weapons (unlawful carrying weapons or prohibited weapons); conduct that contains the elements of a violent offense (assault [see glossary], sexual assault, aggravated assault or aggravated sexual assault); or selling, giving or delivering to another person, or possessing, using, or being under the influence of any amount of marihuana or a controlled substance, a dangerous drug, or an alcoholic beverage [TEC Section 37.005].

Student Removals (continued)

Administrator Removal to a Disciplinary Alternative Education Program (DAEP)

When a staff member thinks a student has broken a rule specified in TEC 37.006, the principal or other appropriate administrator will schedule a meeting with the student's parents/guardians, teacher (if appropriate) and the student within three school days of getting the report. The campus administrator will try their best to schedule a hearing when the parent/guardian can come, but the principal may have the hearing even if the parents/guardians can't attend. Before the meeting happens, the principal or school staff can send a student to another classroom, In-School Suspension, Out-of-School Suspension or a Disciplinary Alternative Education Program, if needed.

Off-Home Campus Removals

1. ***Discretionary Removal Placement in a DAEP***

   A student **may** be placed in a DAEP for behavior as described as a Level II offense.

2. ***Mandatory Removal Placement in a DAEP***

   A student **must** be placed in a DAEP if the student commits any offenses as described in Level III.

3. ***Discretionary Expulsion Placement in a DAEP***

   A student **may** be placed in a DAEP for behavior as described as a Level III or Level IV offense.

4. ***Mandatory Expulsion Placement in a DAEP or JJAEP***

   A student must be placed in a DAEP or JJAEP for behavior as described as a Level IV offense.

5. ***Emergency Placement in a DAEP***

   In an emergency, the principal or other administrator may order a student to be placed in a DAEP immediately if the student is a danger to other people or property. When there is an emergency placement, the student and parents/guardians will be told what happened verbally and then later they will get a notice in writing. The reason for the emergency placement cannot be different from the reasons for regular placement.

   No later than 10 days after the emergency placement, the student will be given the due process required for a student facing placement. For a student with disabilities, the term of the student's emergency placement follows the requirements of federal law.

Student Removals (continued)

Hearing

Before a student may be removed or expelled, the principal or designee will schedule a hearing within a reasonable amount of time. The student's parents/guardians will be invited, in writing, to come to the hearing. At the hearing, the student has the right to:

- Know why they might be removed or expelled.
- Have an adult speak for them. The adult can be their parents/guardians or another adult who can help the student and is not an employee of the school district.
- Give their explanation (testimony) and provide information to support their explanation (evidence) in their defense.

The principal or designee may set reasonable rules for the hearing. The school district will do its best to let the student and the student's parents/guardians know when and where the hearing is, but the District may still have the hearing even if the student, their parents/guardians or other adult representing them can't make it. Before a decision is made about a mandatory or discretionary removal or expulsion, the principal or designee must consider whether the student acted in self-defense, what the student was trying to do, how often the student has misbehaved, if the student has a disability, or if the student is homeless or in Child Protective Services.

If the hearing is for possible expulsion, it will be determined if the student will be assigned to the DAEP or the JJAEP.

Removal Determination and Notification

After the conference, the principal or designee will provide the student and the parent notice of their decision regarding the removal and their right to appeal the decision. After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Expulsion Determination and Notification

After the hearing, if the student is placed in a DAEP/JJAEP, the CBC shall write a placement recommendation. A copy of the placement recommendation and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

The Assistant Superintendent will make a decision and inform the parents/guardians in writing. The decision will include information about the right to appeal. If the student is going to be expelled, the Director of Discipline Standards and Accountability, no later than the second business day after the hearing, will send the juvenile court a copy of the order expelling the student and the information required by Section 52.04 of the Family Code. A student younger than 10 years old who breaks a rule that can result in the student being expelled (Section 37.007) will be placed in a DAEP. A student who is

younger than six years old may not be placed in a DAEP unless they commit a federal firearms offense (Section 37.008). The amount of time a student stays in a DAEP is different for each student and is decided based on the student's situation. The maximum amount of time a student may be expelled is one calendar year unless the student is a threat to other students or District staff or staying longer is the best thing for the student. Students who are expelled at the end of one school year may still be expelled the next school year if they need to complete their expulsion. Students who are expelled from AISD have the right to be educated in the Travis County Juvenile Justice Alternative Education Program (JJAEP) or District Alternative Education Program (DAEP).

Students with Disabilities

On the date on which the decision is made to remove a student that constitutes a change of placement requiring a Manifestation Determination Review (MDR) under the IDEA or Section 504, the administrator must notify the parents/guardians of that decision, and provide the parents/guardians with a copy of the applicable IDEA Notice of Procedural Safeguards, or Notice of Section 504 rights. Student services must continue to be implemented pending the outcome of the MDR.

Student Withdrawal Prior to Discipline

Withdrawing a student from school does not affect the District's authority to schedule and conduct a conference or hearing on the conduct and enter an order for removal to a DAEP or JJAEP, regardless of whether the student or parent/guardian is present to participate. The order for removal will be included with records sent to the transferring school district.

Appeal

An appeal is asking for a different decision to be made. The appeal has to be made in writing and must be received by the District within seven business days of the date of the removal notice. The student will stay in the DAEP during the appeal.

Removal Appeal

The Campus Behavior Coordinator's (CBC) decision to remove a student to a DAEP may be appealed to:

- The Assistant Superintendent or designee (Safe School Review Administrator) (Level I)
- The Deputy Superintendent or designee (Level II)
- The Superintendent or designee (Level III). If a student or their parents/guardians want to appeal the superintendent's decision, they can go to the AISD board, but they have to wait until after the District has received notification of a prosecutor's decision not to prosecute or a court finds that the student is not guilty or did not engage in delinquent conduct (see glossary). The decision of the board may be appealed to the Texas Commissioner of Education as provided by TEC 37.006 (i).
- The AISD Board (Level IV). The AISD Board of Trustees' decision about the appeal is final.

Expulsion Appeal

The Campus Behavior Coordinator's (CBC) decision to expel a student or send a student to a DAEP or JJAEP may be appealed to:

- The Deputy Superintendent or designee (Level I)
- The Superintendent or designee (Level II). If a student or their parents/guardians want to appeal the superintendent's decision, they can go to the AISD board, but they have to wait until after the District has received notification of a prosecutor's decision not to prosecute or a court finds that the student is not guilty or did not engage in delinquent conduct (see glossary). The decision of the board may be appealed to the Texas Commissioner of Education as provided by TEC 37.006 (i).
- The AISD Board (Level III). The AISD Board of Trustees' decision about the appeal is final.

Sending a Student to a DAEP (Discipline Alternative Education Program)

The principal is allowed to send a student to a DAEP. They will be taught the main school subjects so they can stay on track. The student will also get counseling, and they can ride a school bus to the DAEP if they behave. Each student will stay in a DAEP for a different amount of time, depending on what they need. The longest a student will stay in a DAEP is through the end of the school year, unless they are a threat to students or staff or an extended placement is in the best interest of the student. The superintendent is allowed to determine if a student can leave the DAEP. Secondary students go to the Alternative Learning Center and elementary students go to the Elementary Disciplinary Alternative Education Program (EDAEP).

The meeting to determine whether a student goes to DAEP will provide the student with due process at the meeting (see section about due process for details). After the meeting, if the student is put in a DAEP, the student and their parents/guardians will get information about the decision and how to appeal. They will also get information about the District letting the student finish their school work for free so they can graduate.

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Participation in Activities

The District does not let a student who is in a DAEP participate in any school activities at all. Please see district policy FMH (LOCAL) about graduating seniors and graduation.

Review Every 20 Days

At least every 20 days, a student's Campus Behavior Coordinator will do a review of the student's status (attendance, grades, behavior) with DAEP staff to see how things are going. At the review, the student or their parents/guardians are allowed to say if they think the student should be able to go back to their regular school and why. For high school students, the principal (or someone they assign) and parents/guardians will review how the student is doing and make a plan for graduation. The District is not required under this subsection to provide the District's DAEP with a course not specified under Section 37.008(a). Students will be allowed to finish the schoolwork required for graduation. Please contact the DAEP administration (512-414-2554) for more information.

If the student was removed for assaulting a teacher, the student may not go back to the classroom of the teacher who removed the student unless the teacher says it's OK, except when the Placement Review Committee says that's what needs to happen.

Being in a DAEP After the End of the School Year

For placement in a DAEP to continue after the end of the school year, the principal (or designee) must decide that the student's presence in the regular classroom or campus presents a threat to the safety of other students or staff, or that long term placement is in the best interest of the student.

If a student has to go to a DAEP at the end of the school year and they don't have enough time to finish their placement, they might have to go back to the DAEP at the beginning of the next school year.

If the principal says it's OK, a student in a DAEP at the end of the school year can still go to summer programs.

Emergency Placement in DAEP [Section 37.019]

If the principal thinks that it's an emergency, they can send a student immediately to the DAEP. This happens when a student is unruly, disruptive, or abusive and a class or a school activity cannot continue due to the student's behavior. As required by law, the student will be given the appropriate conference required for DAEP placement within ten days.

Students Transferring to AISD Owing Time to the DAEP

If a student was in a DAEP in another district and then comes to AISD, administrators at AISD will decide if the student goes to a regular classroom or a DAEP.

Placement in a Juvenile Justice Alternative Education Program (JJAEP) [TEC 37.011]

Students who are expelled by AISD and then put on probation by the Travis County Juvenile Court will be ordered by the Court to attend JJAEP, an alternative education program operated by the Court.

Participation in Activities

If a student is expelled, they are not allowed to be at school or school events.

Expelled Students Transferring to AISD

If a student was expelled from another district or open-enrollment charter school and wants to come to AISD, the District will make a decision based on the student's specific situation.

Academic Credit

No District academic credit will be earned for work missed while a student is expelled (unless the student is in a JJAEP).

Bullying

Board Expectations, Beliefs, and Standards

The District shall incorporate information regarding board policy against harassment or bullying into the Student Success Guide, the student handbook, and appropriate training programs.

The standards of this policy constitute a specific, focused, coordinated, integrated, and culturally sensitive system of support for all students, staff, families, and community agencies that will improve relations within each school. It is designed to ensure that every school has staff members who have been trained and are supported in their school's efforts to provide awareness, intervention training, and instructional strategies on prevention, including violence prevention, to each student, staff, and parent in the District and to direct follow up when incidents are reported and/or occur.

Bullying Prohibited

The District prohibits bullying, including cyberbullying. Any acts of bullying that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; ethnicity; color; religion; ancestry; national origin; gender; sex; sexual orientation; gender identity and expression; marital status; socio-economic background; social/family background; immigration status; linguistic preference; political beliefs; or a mental, physical, or sensory disability, difference, or impairment; or by any other distinguishing characteristic or because of one's association with a particular person or group of person are strictly prohibited.

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

For definitions, see FFI (LEGAL) and FFI(LOCAL).

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Bullying (continued)

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent of Schools or designee shall develop procedures allowing a student to anonymously report an alleged incident of bullying. Bullying can be reported anonymously through Let's Talk.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying and ensure safety during the course of an investigation, if appropriate.

Bullying (continued)

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, typed report of the investigation. The report shall include a determination of whether bullying occurred, and, if so, whether the victim used reasonable self-defense. The report will be maintained in an electronic software system.

Notice to Parents

The principal or designee shall promptly notify the parents of the victim, and the parents/guardian of the alleged bully by sending a determination letter of whether the student was engaged in bullying or not engaged.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Counseling Options

Victims of bullying, bystanders, witnesses, and the accused shall be offered counseling services ranging from those provided by school counselors to a referral to Psychological and Social Services, and/or to one of the District's youth and family centers.

David's Law Discipline

A student may be removed from class and placed in a disciplinary alternative education program or expelled (TEC Section 37.0052) if the student engages in "Bullying" or "Cyberbullying" as defined in TEC Section 37.0832 that encourages a student to commit or attempt to commit suicide, or incites violence against a student through group bullying, or releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Schools have the authority to apply discipline for bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property; bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying: interferes with a student's educational opportunities; or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying (continued)

Corrective Action

Examples of corrective action may include:

- A training program for the individuals involved in the complaint
- A comprehensive education program for the school community
- Follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred
- Involving parents and students in efforts to identify problems and improve the school climate
- Increasing staff monitoring of areas where bullying has occurred
- Reviewing the District's policy against bullying with students, teachers, staff and parents/guardians

Transfers

On the request of a parent, legal guardian or adult student who is a victim of bullying, the Superintendent of Schools or designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or

2. A campus in the District other than the campus to which the victim was assigned at the time the bullying occurred.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

Sexual Harassment

Sex Discrimination and Sexual Harassment Prohibited

In accordance with Title IX, Austin ISD does not discriminate on the basis of sex in its educational programs or activities in federally funded institutions. The requirement not to discriminate on the basis of sex extends to the admission of students in the District's educational programs or activities and employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator

Austin ISD's Title IX Coordinator is authorized to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment.

Austin ISD's Title IX Coordinator is identified in the Student Handbook, and administrative regulation FFH (REGULATION), regarding Equal Educational Opportunity, which can be found at the following website link/address.

or the following physical/mailing address:

Julianne Gula, Title IX Coordinator- julianne.gula@austinisd.org (512)414-5216

4000 S. I-H 35 Frontage Rd., Austin, TX 78704

Sexual Harassment

Austin ISD prohibits discrimination, harassment, dating violence, domestic violence, stalking, and retaliation as defined below, even if the behavior does not rise to the level of unlawful conduct. Prohibited conduct also includes sex-based discrimination and harassment as defined by Title IX and District Board policy. See policy (LOCAL)(LEGAL). Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct,
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or,
- "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Examples of sexual harassment of a student may include advances; touching private body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; asking for nude pictures and other sexually motivated conduct, communications, or contact.

Sexual Harassment (continued)

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical characteristics for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity.

Under AISD Board policy FFH (LOCAL), gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment.

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples of gender-based harassment may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Assault

As defined in 20 U.S.C. § 1092(f)(6)(A)(v) means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence

Defined in 34 U.S.C. § 12291(a)(10) as violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners.

Domestic Violence

Defined in 34 U.S.C. § 12291(a)(8) includes felony or misdemeanor crimes of violence committed by:

- A current or former spouse or intimate partner of the victim
- A person with whom the victim shares a child in common

- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by another person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking

Defined in 34 U.S.C. § 12291(a)(30) as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Reporting Procedures

Any person may report sex discrimination including sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, regardless of whether the person is the alleged victim of the conduct. Reports of sex discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment can be made at any time, including during non-business hours, by mail, phone, or email by contacting the Title IX Coordinator using the contact information provided in FB (REGULATION). Reports can also be made in person.

Upon the District receiving notice of an allegation of sex-based discrimination or harassment, the Title IX Coordinator will promptly respond in accordance with the process described in FFH (LOCAL).

District's Response to Sex-Based Harassment

Upon the District's receipt of notice or an allegation of sex-based discrimination, harassment, or retaliation—regardless of whether a formal complaint is filed—the Title IX Coordinator or designee will contact the individual who was the alleged victim of sex-based discrimination or harassment to discuss the availability of supportive measures and inform them of the process for filing a formal complaint. If a formal complaint is filed, the matter will proceed through the District's Title IX grievance process, including an investigation and decision process, which is set forth in policy FFH (LOCAL).

If a student is the alleged perpetrator of sex-based discrimination, sexual harassment, or retaliation, the respondent student may be subject to immediate emergency removal from their campus after the District conducts an individualized analysis and if the District finds it necessary to protect a student or other individual from an immediate threat to their physical health or safety. If the District decides to remove the respondent student from campus, it will notify the respondent student and provide the respondent student an immediate opportunity to challenge the removal decision.

Complaints alleging Title IX retaliation may be addressed using the District's Title IX grievance process as outlined in Board policy FFH (LEGAL)(LOCAL)(EXHIBIT).

Sexual Harassment (continued)

Confidentiality

To the greatest extent possible, the District respects the privacy of the complainant, persons against whom a report is filed, and witnesses. The District keeps the identity of complainants, respondents, and witnesses confidential unless disclosure is required by law or necessary to carry out a Title IX proceeding. Limited disclosures may be necessary for the District to conduct a thorough investigation and to preserve the rights of complainants, respondents, and witnesses.

False Claim

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX investigation or grievance proceeding also does not constitute retaliation.

Retaliation

Retaliation against a person because the person has made a report or complaint of sexual harassment, sexual assault, dating violence, domestic violence, or stalking or because the person testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding reported sexual harassment, sexual assault, dating violence, domestic violence, or stalking is prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitute retaliation. An individual's exercise of rights protected by the First Amendment of the United States Constitution does not constitute prohibited retaliation.

Appeal

A student who is dissatisfied with the determination of responsibility may appeal through FFH (Local).

If you believe you are a victim of sexual harassment or dating violence, report this information to a campus administrator or other adult immediately. Report here- https://www.austinisd.org/respect-for-all/reporting. All allegations are taken seriously and will be investigated immediately.

Responses to Student Misconduct

Students who do not behave well or break a rule or law will be disciplined appropriately as detailed in the following pages.

In general, discipline will be designed to address the misconduct and to encourage all students to stick to their responsibilities as citizens of the school. Every student and situation is different. Teachers and school staff decide how to discipline based on many things, including:

- Student's age and grade level,
- How serious the offense was,
- How often the student misbehaves,
- Impact of the student's action on others,
- If the student was acting in self-defense,
- How the student's behavior affected the school,
- What the student was trying to do,
- If the student has a disability (as required by law, IDEA, 504), or
- If a student is homeless or in Child Protective Services.

Although every situation is different, AISD administrators and staff have guidelines for how to consider the full context before making any disciplinary decision.

Misconduct is when a student breaks a rule or law or doesn't behave well.

When a student is at school, at a school event, or in a District vehicle, they are not allowed to do or have these things:

- Break any local, state, or federal law or school rule
- Engage in disruptive, aggressive, violent, or unsafe behavior or language at school, school events or on a school vehicle, including:
    - Harassment
    - Dating violence
    - Bullying
    - Cyberbullying
    - Hazing
    - Threatening people
    - Not following orders from school staff
- Record someone's voice or image without permission
- Create a hit list
- Use a firearm
- Use any object with the intent to cause harm
- Engage in Assassin, or any other organized mock killing or elimination game
- Damage or vandalize property owned by someone else or the District
- Throw objects that could hurt someone or damage property
- Make or support a false alarm (see glossary) about safety
- Cheat or copy another person's work
- Not follow dress code
- Leave school or a school event without permission
- Falsify school records

Responses to Student Misconduct (continued)

Prohibited Items to Distribute, Possess, Sell, or Use

- Pornographic materials
- Any material that encourages illegal behavior
- Glue or aerosol paint that has volatile chemicals or can be abused
- Alcoholic beverages consumed at school or before coming to school
- Medicine available without a prescription that isn't being used the way it is supposed to be used
- Prescription or over-the-counter drugs taken in violation of District policy [FFAC (LEGAL), FFAC (LOCAL)]
- A student's own prescription drugs when given to another student or having or being under the influence of another person's prescription drug
- Drug paraphernalia
- Look-alike drugs or contraband
- Matches or lighters
- Tobacco products of any kind
- Vape products of any kind (see glossary)
- Alcohol, marijuana/THC, a controlled substance, or a dangerous drug
- Any item that could be dangerous, decided by the principal or school staff
- Razors, box cutters, chains or other objects used in a way that could threaten or hurt someone
- Knives, bladed instruments, switchblade knives, air guns, toy guns, chemical dispensing devices (see glossary), mace/pepper spray, fireworks, replica firearms, electronic stunning devices, ammunition and other dangerous items
- A firearm (see glossary); a machine gun; a short-barrel firearm; a firearm silencer; armor-piercing ammunition; a zip gun; a location-restricted knife, defined as a knife with a blade over five-and-a-half inches; a butterfly knife; a club (see glossary); a prohibited weapon, such as an explosive weapon (see glossary); knuckles
- Any item capable of propelling a projectile and hurting someone by any means including spring, compressed air, spring-piston, pneumatic or CO2; BB guns, Airsoft guns, pellet guns and any protective device designed to administer an electric shock
- A homemade weapon, defined as a device or item that was manufactured, modified or adapted by an individual for the use or intended use of inflicting harm on another person

If a student is using a pager or cell phone, they must follow District guidelines as stated in the Student Handbook and campus policy.

Level I Disciplinary Offenses

Level I Disciplinary offenses include but are not limited to:

- Bus misconduct (not defined as a Level II, III, or IV Offense)
- Cheating or copying the work of another
- Computer system violations
- Use of AI or computer generated photos or videos to misrepresent staff or students
- Directing profanity, vulgar language, or obscene gestures toward other students
- Dress code violations
- Failure to follow directives given by school personnel, which is considered insubordination
- Falsifying school records
- Gambling
- Leaving school grounds or school-sponsored events without permission
- Possessing a laser pointer
- Possessing a toy gun or look-alike gun
- Possessing, smoking, or using tobacco (See page 50 regarding electronic cigarettes)
- Possessing any unauthorized electronic devices (i.e., CD players; MP3 players; or other video, listening or entertainment device) during school hours
- Refusing to give a cell phone to school personnel
- Safety rule violation
- Secret society
- Threats (student on student)
- Cellphone violation
- Classroom disruption
- Extortion/blackmail
- Offensive language
- Possessing or distributing pornographic materials
- Throwing objects that may cause bodily injury or property damage

Level I Disciplinary Actions

Level I Disciplinary actions include but are not limited to:

- Verbal correction
- Cooling-off time
- Restorative Practice/Circle
- Seating changes in the classroom or in District vehicles
- Counseling by teachers, counselors, or school staff
- A meeting of parents/guardians and the teacher
- Taking away items that get in the way of school, with exceptions for accommodations and items allowed in an Individualized Education Plan (IEP)
- Agreements to improve behavior
- Sending the student to the office or other assigned area, or to Student Support Centers (in-school suspension)
- Sending the student to another classroom
- Detention
- Taking away the privilege of riding the bus
- Not allowing student to participate in extracurricular activities or hold honorary offices
- Consequences from student organizations' codes of conduct
- School probation if on a transfer
- Lowering grade for cheating, plagiarism or other offense
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to discipline by the District
- In School or Out of School Suspension

Note: Corporal (physical) punishment is not allowed in AISD

Level II Disciplinary Offenses

Level II Disciplinary offenses include but are not limited to:

- False accusation of conduct that would constitute a misdemeanor
- Gang activity
- Harassment (student on student)
- Sexual Harassment (See page 68)
- Hazing
- Hit list
- Knife possession, not an illegal knife (pocket knives, razorblade, box cutter, etc.)
- Mace or pepper spray (not defined as a Level IV)
- Non-Title 5 felonies: A felony offense committed off campus that is not against another person. The school is notified by the police.
- Online impersonation
- Possession or use of fireworks of any kind, smoke or stink bombs, live ammunition or any other pyrotechnic device on an AISD campus
- Profanity/obscene gestures toward personnel
- Repetitive Level I offenses
- Resisting arrest
- Setting off the fire alarm (not defined as a Level IV Offense-False Alarm)
- Stealing/theft
- Threats (student on personnel/facility)
- Vandalism/criminal mischief (not a felony)
- Video or audio recording of students or employees for disruptive purposes
- Offenses Assault (Class C) (student on personnel, volunteer or visitor/parent) (Student may be removed on the first offense at the discretion of the Campus Behavior Coordinator)
- Assault (Class C) (student on student)
- Bullying
- Fighting, physical aggression, or major disruptive school behavior
- Possesses, uses, sells, or gives an **e-cigarette** (Nicotine/Tobacco 1st and 2nd offenses)
- Possession of a pellet/BB gun or stun gun, brass knuckles, or club. Students may be removed on the first offense at the discretion of the Campus Behavior Coordinator.

A student may be removed from class and put in a DAEP under TEC Section 37.008 based on something they do off campus and not at a school activity if:

- The superintendent or the superintendent's designee believes that the student did something that is a felony other than aggravated robbery or those defined in Title V of the Penal Code.
- The student stays in class, it will be unsafe for other students or may cause harm to the educational environment.
- The student is in a public-school fraternity, sorority, secret society, or gang, including as a member or pledge or trying to get another person to become a pledge or member.
- Involved in criminal street gang activity (see glossary)

Level II Disciplinary Actions

Level II Disciplinary actions include but are not limited to:

- Seating changes in the classroom or in District vehicles
- Counseling in lieu of other disciplinary actions (parent consent required) by teachers, counselors or school staff
- Restorative Practice/Circle
- A meeting of parents/guardians and administrator
- Taking away items that get in the way of school, with exceptions for accommodations and items allowed in an Individualized Education Plan (IEP)
- Agreements to improve behavior
- Sending the student to the office or other assigned area, or to in-school suspension
- Out of school suspension
- Sending the student to another classroom
- Detention
- Taking away the privilege of riding the bus
- Not allowing student to participate in extracurricular activities or hold honorary offices
- Consequences from student organizations' codes of conduct
- School probation if on a transfer
- Lowering grade for cheating, plagiarism or other offense
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to discipline by the district
- Discretionary Removal to a District Alternative Education Program (DAEP) under these conditions:
    - Physically threatening to a person or their property
    - Continued persistent misbehavior in which interventions have not been successful

Level III Disciplinary Offenses

Mandatory Placement in a DAEP

Offenses committed at school, including a parking lot, parking garage or other parking area owned by the school district; on a school bus; within 300 feet of the school; or at a school activity on or off school property [TEC Section 37.005] District Policy FOC

Level III Disciplinary offenses include but are not limited to:

- Committing an assault with injury
- Selling, giving, delivering, having, using, or being under the influence of a controlled substance or dangerous drug, in an amount that does not break a felony law (School-related felony drug offenses are addressed in Expulsion on page 56.) (See glossary for "under the influence", "controlled substance," and "dangerous drug.")
- Possesses, uses, or is under the influence of, or sells, gives, or delivers marijuana, THC, to another person within 300 feet of school property or at a school-related event. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
- Possesses, uses, sells, or gives an **e-cigarette** (Nicotine/Tobacco third and subsequent offenses) to another person within 300 feet of school property or at a school-related event.
- Selling, giving, or delivering an alcoholic beverage; breaking a serious rule or law while under the influence of alcohol.
- Having, using, selling, or being under the influence of alcohol.
- Breaking a law or behaving in a way that is close to breaking laws.
- The abuse of glue or aerosol paint or volatile chemicals;
- Public lewdness; indecent exposure.
- Breaking a law or behaving in a way that is close to breaking the law about harassment under Section 42.07(a)(1), (2), (3), or (7), Penal Code, against an employee of the school district.
- Breaking a law or behaving in a way that is close to breaking the law about retaliation against any school employee, even if it's not at school (See the expulsion section for consequences of retaliation plus breaking another rule or law.)
- Makes a terroristic threat; false alarm or report (see glossary) (e.g., bomb threats).
- Is ordered by a juvenile court to attend a District DAEP as a condition of probation (this is for non-expelled students).
- Does something off campus and while the student is not at a school event and:
    - Is placed on deferred prosecution (see glossary) by Juvenile Court for aggravated robbery or a felony in Title V of the Penal Code (Title V includes both misdemeanor and felony offenses "against the person");
    - Had delinquent conduct (see glossary) for aggravated robbery or a felony as specified by Title V of the Penal Code;
    - Is believed by the superintendent or designee to be a part of an aggravated robbery or conduct defined as a felony offense in Title V of the Penal Code.

Level III Disciplinary Actions

Mandatory Placement in a DAEP

Level III Disciplinary actions include but are not limited to:

- Travis County Juvenile Department referral
- District Police and Security Services Department notification
- Emergency placement to the Disciplinary Alternative Education Program
- Mandatory extracurricular activities restriction
- Mandatory Off-Campus DAEP following a hearing
- Outside social services agencies referral
- Restitution/restoration, if applicable
- Completion of the required DAEP assignment for a student who owes time from another district

Note: Students under the age of 6 cannot be assigned to a Disciplinary Alternative Education Program unless they break a federal firearms law. (Texas Education Code 37.006).

Level IV Disciplinary Offenses and Actions

Expulsion

Level IV Disciplinary offenses:

A student **MUST** be expelled for doing any of the following things on school property, including a parking lot, parking garage, or other parking area owned by the school district, on a school bus or while at a school event, even if the event is not at a school District Policy FOD:

- Bringing to school a firearm, as defined by federal law as:
    - Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive.
    - The frame or receiver of any such weapon.
    - Any firearm muffler or silencer.
    - Any destructive device, such as any explosive, incendiary, or poison gas bomb or grenade.
- Use, exhibition, or possession of the following, pursuant to the Texas Penal Code:
    - A firearm (defined as any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
    - A location-restricted knife, defined as a knife with a blade over five-and-a-half inches.
    - A prohibited weapon, such as an explosive weapon (see glossary); a machine gun; a short-barrel firearm; a firearm silencer; armor-piercing ammunition; a zip gun; or a tire deflation device.
- Behavior containing the elements of the following, pursuant to the Texas Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Aggravated kidnapping.
    - Aggravated robbery.
    - Arson (see glossary).
    - Behavior punishable as a felony that involves being under the influence of, possession or use of, or the selling, giving or delivering to another person: a controlled substance or dangerous drug.
    - Continuous sexual abuse of a young child or children.
    - Indecency with a child.
    - Murder, capital murder, or criminal attempt to commit murder or capital murder; manslaughter; or criminally negligent homicide.
    - Retaliation against a school employee combined with one of the above-listed offenses on or off school property or at a school-related activity.

Level IV Disciplinary Offenses and Actions

Expulsion

A student **MAY** be expelled for:

- Engaging in conduct that contains the elements of an offense under Section 22.01 of the Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) in retaliation against a school district employee or volunteer.
- Engaging in bullying as defined in TEC Section 37.0832 that encourages a student to commit or attempt to commit suicide; or inciting violence against a student through group bullying; or releasing or threatening to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.
- Engaging in criminal mischief if punishable as a felony.
- Making a terroristic threat, false alarm, or report (see glossary) (e.g., bomb threats) involving a public school.
- Engaging in conduct that contains the elements of offense of breach of computer security under section 33.02 of the Penal Code, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district, and knowingly altering, damaging, deleting school district property or information, or committing a breach of any other computer, computer network or computer system [Chapter 37.007 (b)(5)].
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Murder or capital murder.
    - Criminal attempt to commit murder or capital murder.

Offenses at School, Within 300 Feet of School or at a School Event

A student may be expelled for:

- Engaging in any of the following offenses if committed on school property or within 300 feet of the school's real property line, or while attending a school-sponsored or school-related activity on or off school property:
    - Conduct that contains the elements of an offense under Section 22.01 of the Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) against a school district employee or volunteer.
    - Conduct that contains the elements of the offense of deadly conduct (see glossary) under Section 22.05 of the Penal Code.

- Engaging in any following offenses if committed within 300 feet of the school's real property boundary line:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson (see glossary).
    - Continuous sexual abuse of a young child or children.
    - Felony controlled substance or dangerous drug offenses, not including THC offense.
    - Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Use, exhibition, or possession of a firearm (see glossary), a location-restricted knife, or prohibited weapon.

A student also may be expelled for any offense if required by state law when the offense is on the property of another Texas school district or while the student is attending a school event at another Texas school district.

A student may be expelled for serious misbehavior if a student is already in a DAEP and keeps breaking the rules even after the behavior has been corrected.

Level IV Disciplinary actions include but are not limited to:

- Travis County Juvenile Department referral
- District Police and Security Services Department notification
- Emergency placement to the Disciplinary Alternative Education Program
- Mandatory extracurricular activities restriction
- Mandatory Off-Campus DAEP following a hearing
- Mandatory Off-Campus JJAEP following a hearing
- Outside social services agencies referral
- Restitution/restoration, if applicable
- Completion of the required DAEP assignment for a student who owes time from another district

Note: Students under the age of 6 cannot be assigned to a Disciplinary Alternative Education Program. (Texas Education Code 37.006). A student younger than 10 years old who commits an action for which they can be expelled under TEC Section 37.007 will receive educational services in the district's DAEP.

Frequently Asked Questions

Question	Do I have the right to appeal if my child is removed to the DAEP or Expelled?
Answer	Yes. The student and/or the student's parent or guardian will be given notice of the right to appeal a removal or expulsion decision. The appeal must be **made in writing and received by the district within seven district business days of the date of the assistant superintendent's expulsion order.**

Question	What is the Safe & Supportive School Program and Threat Assessment?
Answer	When a student makes a threat but **has not yet caused some sort of physical pain, injury, damage, or hostile action to themselves or other students then the Safe and Supportive School Program team is responsible for removing punitive disciplinary options** such as: in-school suspension, out-of-school suspension, student expulsion, removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP). Positive Behavior Intervention and Supports (PBIS), recommended by the Texas Education Agency, should be replacing the punitive disciplinary options.

Question	Can students experiencing homelessness be suspended?
Answer	No. On September 1, 2019, HB 692 went into effect in schools across the state of Texas. This law effectively eliminates almost all cases of out-of-school suspension for children who are experiencing homelessness. If a child is homeless and misbehaves, their punishment cannot result in out-of-school suspension, except in a small number of instances. Instead, Texas schools must use appropriate alternative behavioral interventions. Data shows that homeless children receive more in-school and out-of-school suspensions than their non-homeless peers. Oftentimes, students experiencing homelessness depend on schools for access to food, and giving them out-of-school suspension means cutting off this access and sending them to the streets. Instead, the law requires schools to use alternative behavioral interventions and keep kids in school. (House Bill 692)

Question	How are suspensions determined?
Answer	Students may be suspended for any behavior listed in the Student Success Guide. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. AISD allows a student to be suspended from school for up to 2 school days per offense, with no limit on the number of times a student may be suspended in a semester or school year.

Question	I have questions or concerns about Austin ISD Police, whom should I contact?
Answer	If you have a question or concern regarding Austin ISD police or a specific Austin ISD officer, you may refer it to the Chief of Police or his designee by contacting him at: **Phone:** Austin ISD Police Department 512-414-1703 **Email:** AISDPD@austinisdpolice.org **Location:** Austin ISD Police, 4000 S. I-H 35 Frontage Rd., 3rd Floor, Austin, TX 78704 If an individual would like to file an official complaint, download the complaint form and fill out required information asked on the form. Once information is documented please take the forms to Austin ISD Police Department Headquarters and ask to speak to a police supervisor for the initiation of a complaint.

Question	How do students with disabilities advocate for themselves in the event of a removal?
Answer	A student with disabilities may be removed to an appropriate Interim Alternative Education Setting (IAES), another setting, or suspended for not more than 10 consecutive school days (to the extent such alternatives would be applied to students without disabilities). School personnel must consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for the child with a disability who violates the Student Success Guide. Within 10 school days of any decision regarding a disciplinary change of placement due to a Code violation, the ARD committee must determine whether the behavior of the student is a manifestation of the student's disability. (SSG, pg 31 .)

Question	Can the district monitor electronic device usage? Are there filters on students' district-issued devices?
Answer	Yes. Electronic mail transmissions and other use of electronic communications shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for educational or administrative purposes. Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

Question	Can parents and students file a complaint to resolve conflict?
Answer	The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrators who have the authority to address the concerns. In the event informal resolution has been attempted, but not resolved, a 30-day deadline at "Level One" begins to run when the student or parent first knew or should have known, of the decision or action that caused the complaint or grievance. Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Question	Can my elementary student get suspended?
Answer	**A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension** unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in: (1) conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code; (2) conduct that contains the elements of a violent offense under Sections 22.01, 22.011, 22.02, or 22.021, Penal Code; or (3) selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of: ● (A) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.; ● (B) a dangerous drug, as defined by Chapter 483, Health and Safety Code; or ● (C) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

Glossary

Abuse is improper or excessive use.

Aggravated Robbery is defined in part by Texas Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older, or
    b. A disabled person.

Alternative Learning Center (ALC). The Alternative Learning Center is the Disciplinary Alternative Education Program (DAEP) for the Austin Independent School District.

Armor-piercing Ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        i. Knowing that it is within the limits of an incorporated city or town;
        ii. Knowing that it is insured against damage or destruction;
        iii. Knowing that it is subject to a mortgage or other security interest, knowing it is located on property belonging to another;
        iv. Knowing that it is located within property belonging to another; or
        v. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another, or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or

knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means or physical conduct that a school district's board or the board's designee, the principal or other appropriate administrator determines:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or
3. Infringes on the rights of the victim at school; and
4. Includes cyberbullying.

This conduct is considered bullying if it:

1. Interferes with a student's educational opportunities; or
2. Substantially disrupts the operation of a classroom, school, school-sponsored or school-related activity.

The school has discipline authority if bullying:

1. Occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property
2. Occurs on a publicly- or privately-owned school bus or vehicle being used for transportation of the student to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity.

Chemical Dispensing Device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. This category does not include a small chemical dispenser sold commercially for personal protection.

Child Study Team (CST): All campuses have a CST led by an administrator or designee. The purpose of the CST shall be to review student performance issues to provide and monitor

interventions for students experiencing attendance, academic, and/or behavioral challenges not effectively addressed with Tier I and Tier II supports. CSTs shall provide a student support plan to be used prior to a referral for additional assessment to determine eligibility for services such as special education. CSTs shall develop student intervention plans, monitor intervention effectiveness and document student progress through the eCST tool.

Club is an instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death. Blackjack, mace, nunchucks, and tomahawk are in the same category.

Controlled Substance means a substance, including a drug, an adulterant, and a dilatant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinol (THC) in hemp.

Criminal Street Gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associates in the commission of criminal activities.

Cyberbullying is bullying that is done through the use of any electronic communication device, including through the use of cellular or other types of telephone, computer, camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Dangerous Drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating Violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly Conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred Adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred Prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent Conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders but does not include violations of traffic laws.

Disciplinary Alternative Education Program (DAEP). Is a disciplinary setting for secondary students that have had a due process conference or hearing and are removed or expelled from the traditional school setting. See ALC.

Discretionary means that something is left to or determined by a local decision-maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

eCST is an electronic tool to document supports, meetings, and resources provided to a student by the Child Study Team.

Elementary Disciplinary Alternative Education Program (EDAEP). It is a disciplinary setting for elementary students that have had a due process conference or hearing and are removed or expelled from the traditional school setting.

Equity: Educational equity means that each child receives what they need to develop to their full academic and social potential.

What working towards equity means:

1. Ensuring equally high outcomes for all participants in our education system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
2. Interrupting **[Disrupting]** inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
3. Discovering and cultivating the unique gifts, talents, and interests that every human possesses.

Explosive Weapon is any explosive or incendiary bomb, grenade, rocket, or mine and it's delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates: a report of a present, past or future bombing; fire; offense; or another emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm; or silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm or
4. Any destructive device, such as any explosive, incendiary, or poison gas bomb or grenade.

Such a term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01(5) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is conduct that:

1. Meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously or substantially harms another student's physical or emotional health or safety, as defined in Section 37.001 (b)(2) of the Education Code, or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:

a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
b. Threatening in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person, or to commit a felony against the person, a member of the person's family or household, or the person's property;
c. Conveying in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
e. Making a telephone call and intentionally failing to hang up or disengage the connection;
f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit List is a list of people targeted to be harmed, using a firearm, a knife or any object to be used with intent to cause bodily harm.

Holistic Approach to Conflict would be to help students understand the nature of conflict, what defense mechanisms it triggers in them, and how to take responsibility for those

feelings. This approach may equip students with the skills needed to approach the conflict so that all parties can move forward in a healthy way.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Incremental Interventions are disciplinary interventions that use a range of graded disciplinary actions and responses in order to control and manage behavioral issues.

Intimate Visual Material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Juvenile Justice Alternative Education Program (JJAEP) is a disciplinary setting for secondary students that have had a due process hearing and are expelled from the traditional school setting. Students are assigned to a JJAEP program as a result of violating Texas Education Code Chapter 37 listed offenses which include: 1) mandatory expulsion from their home school for serious infractions of the Student Code of Conduct, 2) discretionary expulsions for serious infractions that occur off-campus as well as other infractions of the Student Code of Conduct, or 3) are court ordered due to Title V offenses or probation conditions.

Location-Restricted Knife is defined by Texas Penal Code 46.01(6) as a knife with a blade of over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine Gun is any firearm that is capable of shooting more than two shots automatically without manual reloading by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Out-of-School Suspension is defined as a temporary exclusion from school and school activities. Suspension from school may be used alone for violations of school rules or the Student Code of Conduct. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into the human body.

Peer Mediation is problem-solving youth-to-youth. In peer mediation, two or more students involved in a dispute meet in a private, safe, and confidential setting to work out problems with the assistance of a trained student mediator.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a commitment to addressing student behavior through systems change.

Possession means actual care, custody, control, or management of an object or substance. A student shall be considered in possession of any substance or object prohibited or regulated by this code if the substance or object is:

1. On the student's person or in the student's personal property, including but not limited to the student's clothing, purse, telecommunications or electronic devices, book bag or briefcase;
2. In any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. In any school property used by the student, including but not limited to a locker or a desk.

Proactive Intervention:

1. Being proactive is defined as serving to prepare for, intervene in, or control an expected occurrence or situation, especially a negative or difficult one; anticipatory proactive measures against crime.
2. Proactive interventions would anticipate a known behavior as opposed to reactive interventions, which are interventions that are used only once the behavior occurs.

They are consequences (or reactions) to the behavior. The goal is to cut short the behavior to minimize damage.

Progressive Discipline uses incremental interventions, whenever possible, to address inappropriate behavior with the ultimate goal of teaching prosocial behavior.

Prohibited Weapon under Texas Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon;
    b. A machine gun;
    c. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device

Prosocial Behaviors/Activities are any actions intended to help others. One motivation for prosocial behavior is altruism, or the desire to help others with no expectation of reward.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public School Fraternity, Sorority, Secret Society, or Gang means an organization composed wholly or in part of students seeking to perpetuate the organization by taking on additional members from a school's student population based on a decision by membership rather than by the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are exempted from this definition.

Reasonable Belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Restorative Circle Process is a community process for supporting those in conflict. It brings together the three parties to a conflict — those who have acted, those directly impacted, and the wider community — within an intentional systematic context to dialogue as equals. The restorative circle process should only be used for situations at campuses that have restorative practices fully and deeply implemented at Tier 1.

School-wide Tiered Framework: Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework that is utilized to achieve important behavior changes. It requires adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Self-Defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect themselves.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;

2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or

4. Conduct that constitutes the offense of:0.

a. Public lewdness under Penal Code 21.07;

b. Indecent exposure under Penal Code 21.08;

c. Criminal mischief under Penal Code 28.03;

d. Hazing under Education Code 37.152; or

e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.

- Behavior identified by the district as grounds for discretionary DAEP placement.

- Actions or demonstrations that substantially disrupt or materially interfere with school activities.

- Refusal to attempt or complete schoolwork as assigned.

- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Sexual harassment of a student, including harassment committed by another student or third party, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; requesting nude photos, sharing nude photos of others, creating fake or AI-generated photos or videos of other students,; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication and online communication.

Short-barrel Firearm is a rifle with a barrel length of fewer than 16 inches or a shotgun with a barrel length of fewer than 18 inches, or any weapon made from a rifle or a shotgun that, as altered, has an overall length of fewer than 26 inches.

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Socially and Emotionally-Safe: An experience in which one feels safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new. Emotionally safe learning environments can be achieved by making SEL an essential part of education.

Student Support Centers (In-School Suspension) are defined as a placement of a student in a location separate from the classroom under the supervision of a teacher or other staff person where the student continues to receive instruction in each course to the extent possible. This does not include time-out arrangements between teachers or specific behavior management programs operated by campuses.

Suspension: See listing for "Student Support Centers (In-School Suspension)" and "Out-of-School Suspension."

Terroristic Threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building, room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other forms of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other services;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Title V offenses are those crimes listed in Title V of the Texas Penal Code that involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;

- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(Legal).]

Under the Influence means a student's faculties are noticeably impaired by alcohol and/or drugs though the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, and/or the presence of physical symptoms of drug or alcohol use or by admission.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Supervision of Students on School Bus

A student riding or waiting on a District school bus is under the supervision of the District. The driver of a school bus transporting students to or from school or a school-sponsored or school-related activity may send a student to the principal's office to maintain effective discipline on the school bus. [See FOA(LEGAL)]

Student Behavior on School Bus

Students traveling on a school bus are expected to behave appropriately and cooperate with the bus driver and others. Students are expected to comply with the following rules:

1. Enter and exit the bus in an orderly fashion;
2. Stay in student's assigned seat, facing forward;
3. Keep hands, head, and feet inside the bus; and
4. Buckle up at all times.

In addition, students traveling on a school bus are prohibited from the following conduct:

1. Dropping or throwing objects inside or outside the bus;
2. Eating or drinking on the bus, with the exception of water;
3. Littering on the bus;
4. Using inappropriate language;
5. Possessing weapons, alcohol, tobacco, or drugs;
6. Engaging in physical or verbal altercations; and
7. Possessing a skateboard.

Consequences for Violations

If a student does not comply with the rules set out in this regulation, the bus driver will make a referral of the violation to the principal. The principal will take one of the following actions:

1. After the first violation, the principal or designee will confer with the student and notify the parent or guardian. The principal or designee may suspend the student from the bus.
2. After the second violation, the student will be suspended from the bus for three school days. The principal or designee will notify the parent or guardian.
3. After the third violation, the student will be suspended from the bus for an extended period of time until an agreement can be reached between the parent or guardian, the school administrator, the bus driver, the transportation supervisor, and the student.

4. Serious offenses will be judged separately and warrant appropriate discipline. Sanctions may include removal to an alternative education program and/or expulsion from school. [See FOD(LEGAL), FO(LOCAL), FO(REGULATION), FOE(LEGAL), FOC(LEGAL), and FOC(REGULATION)]

Parent's Responsibility

A parent or guardian should support school officials in their efforts to operate a safe and efficient transportation system and is expected to:

1. Read and discuss with the student the responsibilities, rules of behavior, and consequences for violations;
2. Inform the student of the location of the bus stop, the pickup time, and the necessity to wait in a single line; and
3. Ensure that the student is at the bus stop five minutes prior to the scheduled pickup time.

If the student is suspended from the bus, the parent is responsible for ensuring transportation for the student to and from school. Failure of the student to attend school during the suspension is an unexcused absence.

Driver's Responsibility

The driver of the bus will operate the bus safely and call the dispatcher for any guidance. The driver will:

1. During orientation or within the first two weeks of school, discuss safety, evacuation procedures, and guidelines governing student conduct on District school buses with students;
2. Assign seats, maintain a current seating chart, and give a copy of the chart to school officials and to the District's transportation department;
3. Be on the bus to supervise the daily boarding and de-boarding of students and follow campus procedures; and
4. After the first verbal warning to a student, write a referral for any subsequent violations and provide a copy to a school official and to the District's transportation department.

Principal's Responsibility

The principal will inform parents and students of the bus rules and consequences for violations and will confer with students, parents and bus drivers when appropriate. The principal will:

1. Meet with drivers at the beginning of each school year and as needed throughout the year to discuss loading procedures, safety concerns, and discipline procedures;
2. Maintain in the school office current schedules and rider information of all buses assigned to the campus. This

information should be current by the end of the first week of school;

3. Be present or appoint a designated representative to be at the campus loading zone during arrival and departure times;

4. Investigate all complaints and referrals and designate a system for responding to bus drivers; and

5. Provide students with auxiliary rider forms, as needed.

Effective Date This regulation is effective as of March 31, 2015.

Plan

The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator

The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications

Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

Note: For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.

Availability of Access

Access to the District's technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited Personal Use

Limited personal use of the District's technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's technology resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Use by Members of the Public

Access to the District's technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's technology resources.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Internet Safety

The Superintendent or designee shall develop and implement an internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

Filtering

Each District computer with internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent.

The Superintendent shall enforce the use of such filtering devices. Upon approval from the Superintendent, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet.

Record Retention

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

Electronically Signed Documents

At the District's discretion, the District may make certain transactions available online, including student admissions documents,

student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.

WELCOME

Welcome to an overview of Austin ISD's Technology Integration! Our Information Technology division is pleased to offer a variety of services to ensure our learners, staff and community have access to the digital tools needed for their education journey.

Whether it's bringing online the latest and most efficient software, enhancing internet performance at a campus, or implementing cybersecurity enhancements and protocols, in all of our work, we aim for our tools and services to be Simple. Standard. Secure.

When our efforts are such, we accomplish the seamless integration of Technology across the district, which is essential for excellence in education. I invite you to learn more and explore this resource about technology in Austin ISD.

Thank you for taking the time to get to know us a little better. Our division is honored to serve our community.



Oscar Rodriguez

Chief Technology Officer

AUSTIN Independent School District





TECHNOLOGY
INTEGRATION OVERVIEW

AUSTIN
Independent School District

OUR PURPOSE



VISION

The Austin ISD Technology Department strives to simplify end user experience by standardizing our technology platforms districtwide to ensure strict security measures that safeguard the information and data of our stakeholders and community.

MISSION

The Austin ISD Technology Department serves as an engine of innovation and operational excellence in support of the district's vision to reinvent the urban education experience.

AUSTIN
Independent School District

TECHNOLOGY OPERATIONS

Technology Operations serves to support continuous operations of the district related to network, technology services with field support, help desk, desktop engineering, staff and student devices, instructional technology, training and resources for enterprise applications.

Departments within Technology Operations

Enterprise Applications

- The Enterprise Applications team supports technology initiatives by developing, managing and maintaining the procedural documents that support system functions for districtwide applications.

Network Support Systems

- Network Support Services provides internet and connectivity to over 125 sites throughout the District. This includes the maintenance of an enterprise grade telecommunications system with over 10,000 phones and 125 individual PA systems, uninterruptible power supply systems across the district, an enterprise grade wireless network with over 10,000 access points and support over 84,000 connected devices daily.

Technology Integration

- Technology Integration is focused on enabling teachers and students to engage in personalized learning experiences through the thoughtful implementation of technology including devices and digital instructional tools.

Technology Support Services

- Technology Support Services offers hardware and software support. These teams provide onsite and remote assistance for software and hardware, repairs, installations and troubleshooting. Additionally, Technology Support Services will build and maintain custom computer images, manage devices and evaluate new hardware.

ENTERPRISE SYSTEMS

Enterprise Systems supports the services, responsibilities and performance regarding student data, analytics and reporting as well as the design, implementation and sustainability of technology systems to improve customer experiences.

Departments within Enterprise Systems

Business Systems

- Business Systems supports districtwide systems related to Talent Strategy and Finance, including our Enterprise Resource Planning system (ERP) and role-based security for all staff.

Data Analytics and Reporting

- The Analytics and Reporting Department analyzes data to help ensure its accuracy. These teams analyze processes that impact the ins and outs of our district.

PEIMS and Data Quality

- The PEIMS and Data Quality Department is responsible for ensuring an accurate and timely submission of critical district information to the Texas Education Agency, Department of Education and Office for Civil Rights. The submissions include student, staff, financial and organizational data. The department also upholds the integrity of all state-reported data stored within district systems to ensure high standards of data quality.

Student Data Management

- Student Data Management works with stakeholders to ensure critical parts of the Student Information System (SIS) meet district needs by designing processes to support a simple, standard and secure experience for campuses to impart information of student success to families. This work entails master scheduling, report cards and grading, attendance and enrollment technical support.

INFORMATION TECHNOLOGY

Information Technology serves to support district systems and all of the Technology Division with enterprise architecture, data governance, online safety and operations within the division.

Departments within Information Technology

Business Operations and Administrative Services

- The Business Operations and Administrative Services Department ensures effective use of resources by developing budget plans, managing contracts, procurement processing and optimizing staffing for Information Technology.

Data Governance

- The Data Governance department serves to institute effective data governance to ensure that the district's data is accurate, accessible and protected. This includes continuous improvement in data management, data rules, and practices.

Enterprise Architecture

- Enterprise Architecture ensures our systems are connected, performing as expected and that data is securely and properly stored. These teams offer connections between systems, applications and data sources, ensuring seamless data flow and operational efficiency. This includes comprehensive troubleshooting, debugging, performance optimization and regular updates to keep applications running smoothly.



WE'RE HERE TO HELP.

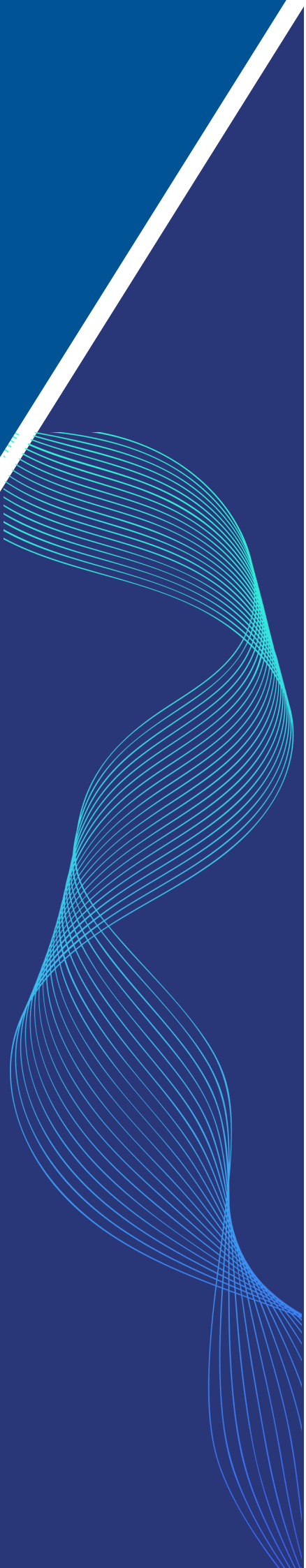
Austin ISD Help is the official way to connect with us for technology support and questions related to account access, devices, software, and network issues. You can access Austin ISD Help by choosing the above tile in the Austin ISD portal.

Contact Us

Families: 512-414-9187
Students: 512-414-4357
Staff: 512-414-TECH (8324)

**from an Austin ISD phone dial ext. 48324*

www.austinisd.org/technology/help



AUSTIN Independent School District | Information Technology

Running 7 Conditions for Student Success Reference List

1) Culturally proficient, experienced teachers and staff

Browne, J. R. (2012). *Walking the equity talk: A guide for culturally courageous leadership in school communities.* Corwin.

Hammond, Z. (2015). *Culturally responsive teachings & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Corwin.

Johnson, J.F., Uline, C. L., & Perez, L. G.(Eds.). (2019). *Teaching practices from America's best urban schools: A guide for school and classroom teachers.* Routledge.

Khalifa, M. (2019). *Culturally responsive school leadership.* Harvard Education Press.

Lindsey, R. B., Graham, S. M., Westphal, R. C., & Jew, C. L. (2008). *Culturally proficient inquiry: A lens for identifying and examining educational gaps.* Corwin.

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Beacon Press

Ontario Principals' Council. (2012). *The principal as leader of the equitable school*. Corwin

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school-transformation.* Corwin.

Skrla, L., McKenzie, K.B., Scheurich, J.J. (Eds.). (2009). *Using equity audits to create equitable and excellent schools.* Corwin.

Tatum, B. (2008). *Can we talk about race?: And other conversations in an era of school resegregation (race, education, and democracy)*. Penguin Random House

2) Recognition and cultivation of gifts, talents and interests

Chardin, M., & Novak, K. (2021). *Equity by design: Delivering on the power and promise of UDL.* Corwin.

Johnson, J.F., Uline, C. L., & Perez, L. G.(Eds.). (2019). *Teaching practices from America's best urban schools: A guide for school and classroom teachers.* Routledge.

Noguera, P.A. (2009). How listening to students can help schools to improve. *Theory into*

Practice, 46(3), pages 205 - 211

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school-transformation*. Corwin.

Wright, B.L., & Counsell, S.L. (Ed.). (2018). The brilliance of black boys: Cultivating school success in the early grades. Teachers College, Columbia University.

3) High expectations and support to meet those high expectations

Hammond, Z. (2015). *Culturally responsive teachings & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Corwin.

Johnson, J.F., Uline, C. L., & Perez, L. G.(Eds.). (2017). *Leadership in America's best urban schools*. Routledge.

Johnson, J.F., Uline, C. L., & Perez, L. G.(Eds.). (2019). *Teaching practices from America's best urban schools: A guide for school and classroom teachers*. Routledge.

Ontario Principals' Council. (2012). *The principal as leader of the equitable school*. Corwin

4) Positive relationships with teachers and peers

Center of Education Equity at MAEC. (2017). *Exploring equity issues: Building relationships for student success*. https://files.eric.ed.gov/fulltext/ED585609.pdf

Chardin, M., & Novak, K. (2021). *Equity by design: Delivering on the power and promise of UDL*. Corwin.

Hammond, Z. (2015). *Culturally responsive teachings & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Corwin.

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.Ontario Principals' Council. (2012). *The principal as leader of the equitable school*. Corwin

5) A sense of belonging, empowerment, connection and identity safety

Chardin, M., & Novak, K. (2021). *Equity by design: Delivering on the power and promise of UDL*. Corwin.

Cohn-Vargas, B. (2015, April). *Identity safe classrooms and schools*. Learning for Justice. https://www.learningforjustice.org/magazine/identity-safe-classrooms-and-schools

Diem, S., & Welton, A. D. (Eds.). (2021). *Anti-racist educational leadership and policy.* Taylor & Francis.

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Wright, B.L., & Counsell, S.L. (Ed.). (2018). *The brilliance of black boys: Cultivating school success in the early grades.* Teachers College, Columbia University.

6) Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Hammond, Z. (2015). *Culturally responsive teachings & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Corwin.

Johnson, J.F., Uline, C. L., & Perez, L. G.(Eds.). (2017). *Leadership in America's best urban schools.* Routledge.

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Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy.* Scholastic

Ontario Principals' Council. (2012). *The principal as leader of the equitable school*. Corwin

Paris, D. & Alim, S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press

Tatum, B. (2008). *Can We Talk about Race?: And Other Conversations in an Era of School Resegregation (Race, Education, and Democracy)*. Penguin Random House

7) Well-maintained facilities that support state of the art instruction and support cultural identities and safety

Build America's School Infrastructure Coalition. (2018). *Education equity requires modern school facilities.* https://static1.squarespace.com/static/5a6ca11af9a61e2c7be7423e/t/5ba23b3688251b659c2f9eff/1537358671343/Education+Equity+Requires+Modern+School+Facilities.pdf

Cohn-Vargas, B. (2015, April). *Identity safe classrooms and schools*. Learning for Justice. https://www.learningforjustice.org/magazine/identity-safe-classrooms-and-schools

Eitland, E., & Allen, J. (2019). School buildings: The foundation for student health and success. *State Education Standard, 19*(11), pages 25-38.

Filardo, M., Vincent, J.M., & Sullivan, K.J. (2019, April). *How crumbling school facilities perpetuate inequality*. Phi Delta Kappan. https://kappanonline.org/how-crumbling-school-facilities-perpetuate-inequality-filardo-vincent-sullivan/

Harvard T.H. Chan School of Public Health. (2017). *Foundations for student success: How school buildings influence student health, thinking and performance.* https://forhealth.org/Harvard.Schools_For_Health.Foundations_for_Student_Success.pdf

The Seven Conditions All Students Need for Success

Condition #1: Culturally proficient, experienced teachers and staff

Condition #2: Recognition and cultivation of gifts, talents and interests

Condition #3: High expectations and support to meet those high expectations

Condition #4: Positive relationships with teachers and peers

Condition #5: A sense of belonging, empowerment, connection and identity safety

Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities

Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety

Austin Independent School District

STRATEGIC PLAN

FOR SPECIAL EDUCATION SERVICES

FALL 2024-SPRING 2027







August 22, 2024

AISD Vision:

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

We prepare every student with the knowledge and skills to thrive in college, career, and life.

OUR COMMITMENTS IN SERVICE OF STUDENTS WITH DISABILITIES

In Austin ISD, we believe that every student is a part of the general education community. We reinforce our dedication to inclusivity by offering a spectrum of services, including special education provisions, Section 504 accommodations, and supplementary aids and services, which strengthen and supplement rather than replace general education, tailored to meet the individual needs of each child. Austin ISD is committed to fostering high expectations and implementing robust systems to ensure equitable outcomes for all students with disabilities.

We commit to empowering our students by maximizing their access to the general education curriculum through a comprehensive array of services and the integration of inclusive, evidence-based practices. Every staff member is deeply invested and held accountable to ensure our children develop independence and are prepared for college, career, and life.

Recognizing the significance of fostering a collaborative community, we aim to cultivate a network of educators, parents, families, and community partners dedicated to creating an enriching learning environment for our students. We pledge to uphold practices where every member of our community is treated with respect and dignity, all voices are valued, and each contribution is honored.

Austin ISD'S Guiding Principles for Inclusion

The Guiding Principles for Inclusion are foundational to operationalizing the vision for inclusive practices in Austin ISD for students with disabilities. These principles were drafted and developed as part of collaborative efforts in an inclusion work group, which included Austin ISD parents/community members, Austin ISD team members in special education, and teachers. The guiding principles for inclusion were drafted and shared in the summer of 2022, and they have been included in training and development for teachers, campus administrators, and district leadership in 2022-2023 and 2023-2024. We commit to these principles as the foundation to support our students in data-driven decision making and planning for student success.

Inclusive Mindset

We expect all staff to have an inclusive mindset and to implement inclusive practices across settings and among the student body. All students should feel a sense of belonging as a result of staff who embrace students with all needs and abilities, are trained on general disability awareness and acceptance, effectively use behavior and instructional interventions, and have learned inclusive language and practices. The inclusive mindset must be part of equity conversations rather than a separate (segregated) topic and will be infused into Social Emotional Learning/CP&I.

Sense of Belonging

We believe that disability does not drive placement, and, to the greatest extent possible, students should attend their neighborhood schools and be provided inclusive opportunities to the maximum extent appropriate. We also believe that parents have a voice and should be seen and respected when support and service decisions are being made for their child.

Outcomes for Students

We believe that when educators have high expectations for students with disabilities coupled with tools to implement specially designed instruction and effective instructional practices and interventions, achievement and growth will occur.

Individualized

The selection and implementation of effective and inclusive instructional models must be built on a common understanding, belief, intention, and awareness of the individual academic, social, and emotional needs of each student.

Ongoing and Job-Embedded Training

All instructional staff and administrative professionals of Austin ISD (District office and campus staff), will receive required training and professional development on inclusive models, proven practices (planning, instructional delivery, and evaluation of systems), evidence-based strategies and other learning opportunities in support of students with disabilities.

Culturally Relevant and Responsive Practices

In order to foster a sense of belonging, inclusive models must intentionally incorporate culturally-relevant and responsive practices both in and out of the classroom so that each student and family is seen and valued. This includes but is not limited to: practices that are actively anti-racist and anti-sexist, support exposure to and celebration of disability culture, and reinforce an asset-based lens for the contributions of our students and families who are emerging bilingual.

Research-Based Instructional Practices

Instructional staff should be well-versed and capable in providing research-based, high-leverage instructional strategies related to inclusion, while administrative professionals (central office and campus staff) are expected to follow up with implementation observations and fidelity checks via informal and formal observations.

Equitable Access

Students receiving special education supports and services are general education students first. Therefore, they will have access to field trips, electives, and extracurricular activities of their same-age peers to the maximum extent possible. Students will have access to TEKS-based curriculum materials regardless of their individualized service delivery and related supports, and their teachers will be equipped with and expected to utilize TEKS-based curriculum materials along with a multi-tiered system of supports.

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AISD Vision:

Austin ISD'S Guiding Principles for Inclusion

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1. Executive Summary

Overview

Austin ISD educates more than 73,000 students, of which more than 12,000 are eligible for special education services. The district includes 116 diverse schools in one of the fastest growing metroplexes in the country. All students are general education students first, and the provision of special education and related services, or Section 504 accommodations and supplementary aids and services, are provided in addition to general education—not in place of it.

The AISD special education strategic plan strongly emphasizes fostering a clear and inclusive vision and promoting shared ownership among all stakeholders involved in supporting students with disabilities. Such shared ownership is required to attain both legally compliant and quality practices supporting students. By establishing a vision that is transparent and inclusive, the strategic plan ensures that everyone is aligned towards the common goal of achieving positive outcomes for all students, regardless of their abilities.

Collaboration with a diverse range of stakeholders, including parents, advocates, and community members, is crucial in enhancing the capacity of special education services to support students with disabilities effectively. This plan aims to broadly outline a network of support that is robust and responsive to the needs of students and their families. Family engagement and partnerships are embedded throughout the strategies within the plan in acknowledgment of the vital component that parents play in advocating for their children and ensuring that their needs are met within the education system.

The strategic plan's commitment to addressing the required corrective actions outlined in the Agreed Order between TEA and AISD demonstrates a proactive approach to compliance and overall continuous improvement. AISD places a strong emphasis on building sustainable systems that can be carried out over the long term.

In addition, the insights provided by the Special Education Audit conducted by Stetson and Associates offer a comprehensive analysis of key areas such as parent/family engagement, inclusive practices, student outcomes, accountability, and compliance. By leveraging these findings, AISD can better understand the current landscape and identify areas for growth and enhancement within and across the special education programs and services offered to students.

Plan Overview

The Special Education Strategic Plan outlines five areas with identified strategies and actions to address the needs of students. As additional actions are determined and steps refined, the plan will be updated accordingly as part of a continuous monitoring and improvement cycle. The plan provided emphasizes goals and high level strategies. The District and Special Education Department will work to further operationalize detailed steps to support and fulfill the defined strategies, goals, and outcomes noted in this plan. Each goal and collection of strategies provided in the plan will be supplemented with specific detailed initiative and implementation timelines, action steps, responsible parties, and resource allocations that will be defined, monitored, and maintained.

The goals and strategies listed in this plan are based on key findings from a program evaluation of the Austin ISD Special Education Department that was completed in the Spring of 2022, the Special Education Audit completed in the Spring of 2024, and the TEA Order issued in the Fall of 2023. Each goal is supported by a collection of strategies and actions to help the District improve its practices and achieve high-quality student outcomes. The goals are not written in priority order, as all components are integral to designing and implementing quality services and supports for students with disabilities. This Strategic Plan is fluid and is designed to be a 3 year plan, with cyclical monitoring and updates in future years.

Root Causes/Issues for Non-Compliance Identified

A third-party audit was required by the Texas Education Agency and completed in the spring of 2024 by Stetson and Associates. The audit identified 7 systems issues related to the status of Austin's compliance with legally required procedures for students with disabilities. Systems issues were noted as areas that impact multiple school systems locally and nationally in addressing the needs of students with disabilities and that likewise were prevalent as challenges for Austin ISD. These are:

1. Significant Special Education Personnel Shortages
2. Inadequate Data Systems
3. Need for Role Clarity regarding compliance
4. Need for a Revised Organizational Structure for Shared Ownership
5. A Program/Label vs. Individual Student Orientation
6. Professional Development Gap in Content & Adult Learning Processes
7. Varied Degrees of Respectful Relationships with Parents

In addition, the audit provided multiple recommendations in eight larger key areas that are combined and addressed in the plan.

Organization of the Plan

The plan is organized into five areas with particular attention and focus on Meeting Evaluation and Timeline Requirements for Child Find and Eligibility Determinations as noted in the TEA Order. The plan also illustrates that improved compliance and evaluation completion must further be nested within larger system improvements, including a clear and operationalized inclusive vision for students with disabilities with quality standards, departmental roles, and actions, as well as an emphasis on high-quality instruction and system improvements within a multi-tiered system of support for learners.

A high-level framework for the plan's five goals and larger strategies is provided, followed by comprehensive and more detailed actions.

The plan is a living document and may be revised and/or have internal timelines for specific action steps modified; however, progress on the high-level strategies will be reported quarterly to indicate progress toward goal achievement in alignment with the broader timelines provided.

Plan Priorities and Monitoring

The Plan centers on five goals:

- *Communicate a Clear and Inclusive Vision through Shared Ownership*
- *Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)*
- *Ensure Fulfillment of Evaluation Requirements*
- *Establish High-Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)*
- *Improve Student Outcomes and Accountability*

Each of the areas/goals noted has corresponding action steps with a series of deliverables and tasks. Additional details to operationalize the goals and strategies in the plan with identified action steps, persons responsible/task leaders, and more specific timelines will be created and monitored to ensure progress and completion.

Plan timelines, progress, and responsive adjustments will be shared with Executive Leadership, including the Superintendent and Board of Trustees to review progress and inform appropriate revisions to actions.

Continual investments in robust staffing strategies and models as well as enriched and improved professional learning approaches are essential to the success of the plan and ultimately the systemic transformation of services for students.

2. High-Level Goals and Strategies

The following graphics illustrate the data sources that informed the plan's development as well as the 5 larger goals that will be accompanied by supporting strategies in each section.



2024 Special Education Goals Overview (PDF)

2024 Austin ISD Strategic Plan for Special Education Services

Each goal is supported by a collection of strategies and actions that will help the District improve its practices and achieve high-quality outcomes for students. This Strategic Plan is fluid and is designed to be a 3-year plan, cyclical monitoring and updates in future years.

1. Communicate a Clear and Inclusive Vision through Shared Ownership
2. Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)
3. Ensure Fulfillment of Evaluation Requirements
4. Establish High-Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)
5. Improve Student Outcomes and Accountability

* *Note that Parent and Community Engagement Strategies are included for all five goals*

Cyclical Monitoring Of Progress Toward Goal Attainment

Progress updates on the plan will be completed at least once per semester (typically at the end). Further progress on scorecard goal monitoring and reporting will align with the Board Monitoring Calendar, typically at the beginning, middle, and end of year.

Any items required to be reported to or submitted to the Agency as part of the TEA Agreed Order will coincide with the expected timelines noted within.

Data Sources for Strategy Recommendation Or Requirement

1. The Stetson Program Evaluation (2022)
2. Austin ISD's Strategic Initiative/Original Plan (2023-2004)
3. The TEA Agreed Order (2023) (note that specifics and final required actions and/or timelines are not negotiable for these)
4. The Stetson Audit (2024)
5. Additional Parent/Community or Organizational/Departmental Feedback
6. Austin ISD's Retooled Scorecard (2024, and in development for revision)

3. Goal and Strategy Details

The goals and strategies provided here are at a higher level. Each goal will have internal working and detailed initiative plans developed to operationalize actions, define responsible parties, and establish resource allocations toward goal attainment. These detailed initiative/action plans will be monitored and refined locally.

Below, the framework for communication and planning process previously adopted during phase 2 of AISD's long-range planning, is referenced and adjusted to clarify expectations around the action steps, planning, and reporting processes for the Strategic Plan for Special Education.

Action Plans

Action plans provide a roadmap that translates goals into tangible, attainable steps. They specify specific tasks, accountability, deadlines/milestones, determination of players, and roles and responsibilities. For AISD, each immediate goal (for 24-25) will develop an action plan, incorporate equity tools, data, and outreach, where appropriate, and consider district plans for greater alignment and systemic implementation.

Transparency and Reporting

To ensure transparency and a shared understanding of implementing the Strategic Plan for Special Education, static and interactive reporting will be incorporated. A website will be maintained and reporting will occur through the AISD Board of Trustees, Special Education Family Advisory Committee and other school and community groups as appropriate, depending on the goal and strategy. Recurring reporting will be in alignment with AISD scorecard reporting, at least once per semester and typically beginning, middle, and end of year. Reports on these milestones will be shared publicly.

Baseline Report

A baseline report is a snapshot of initial conditions. It provides accountability and data, to capture the starting point against which progress and success can be measured. Baseline reports are derived from findings in the Stetson Audit, the AISD Scorecard Progress Measure data, as well as areas of improvement and/or non-compliance identified in the TEA Order based on Results Driven Accountability or related areas of accountability reporting. Baseline data will inform strategic plan goals and more specifically, recommended metrics in detailed plans.

GOAL 1: Communicate a Clear and Inclusive Vision through Shared Ownership		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
A. OPPORTUNITIES FOR COMMUNICATING AND ENGAGING IN INCLUSIVE PRACTICES		
1. Promote Austin ISD's commitment to serving students with disabilities through inclusive practices. a. Develop a district communication plan for a cadence of Messages in Parent Newsletters and *Appitol News* to Staff. i. Develop a cadence for a Superintendent Message each semester emphasizing AISD's inclusive vision and the guiding principles for inclusion expected on our campuses. b. Recommend the Board emphasize inclusive practices in their values' statements, vision, and related documents. c. Include inclusive vision statements and guiding principles for inclusion in onboarding packets for new instructional and campus-based hires as part of an expectation for working in Austin ISD. d. Build on training on "Designing ARD meetings that Build Family Engagement" to develop family engagement and communication standards and expectations for district and campus leaders to promote more aligned, inclusive and respectful engagement with parents and caregivers.	Communication plan and messages District documents/site Website, Leadership Weekly messages, resource documents Onboarding packets updated Designing ARD Meetings that Build Family Engagement Toolkit; Engagement and Communication framework	2024-25 2025-26 2024-25
2. Celebrate all abilities and promote disability acceptance and acknowledgment in equity work. a. Center and include disability awareness and acceptance in the district calendar of events (e.g., inclusive schools week). b. Define a set of specific district-wide activities or events to reinforce inclusive perspectives and expectations for students with disabilities from an asset-based lens. c. Review, and where appropriate, redesign Social Emotional Learning/Cultural Proficiency and	District calendar, Program outline, Press releases Review materials; revised documents or language Communication plan, social media	2024-25 2025-26 2025-26

GOAL 1: Communicate a Clear and Inclusive Vision through Shared Ownership		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
Inclusion professional development materials to include disability and impact. Process review during 24-25 with revisions for 25-26. d. Develop a cadence of communication to highlight successes from individual campuses regarding parent interactions, satisfaction, and effective strategies.	posts, campus and district websites, newsletter	
3. Establish a cadence of Special Education Family Advisory Council (SEFAC) meetings and provide a summary of actions/events. a. Establish an inclusion work group as a SEFAC subcommittee, to provide recommendations on district-specific frameworks and inclusive practices and an approach for expanding this work district-wide. b. Utilize recommendations from SEFAC to inform professional development, family engagement opportunities, and inclusive practices. c. Provide progress updates on strategic plan goals at SEFAC meetings and on the external website.	SEFAC Agendas and Minutes Sub-committee outline of processes and expansion of workgroup	2024-25
4. Build community engagement and transparency through annual learning opportunities for families. a. Create a schedule and identify topics for parent learning, outreach, and engagement sessions that include information on Child Find, Referral, and MTSS processes. i. Disseminate a calendar of proposed sessions and a communication plan by semester for the Communications team, Department, and campuses, ii. Share information on social media, district calendar, external website, and parent/community newsletters monthly. iii. Partner with AISD's parent support specialists (PSS) to: 1. disseminate learning opportunities for families,	Empower Hour Calendar, Topics, Website Information	2024-25

GOAL 1: Communicate a Clear and Inclusive Vision through Shared Ownership		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
2. increase outreach to families of students with disabilities at individual campuses outside of central office sponsored sessions, 3. provide transition planning training that strengthens outreach and capacity building.		
B. TOOLS AND RESOURCES FOR INCLUSIVE PRACTICES AND CONTINUUM OF SUPPORTS		
1. Develop and implement quality standards for inclusive practice across AISD campuses. a. Review Stetson & Associates' Quality Standards for Inclusive Schools guidance documents as a framework for inclusive standards across the district. b. Gather feedback from SEFAC & district leaders and update the Quality Standards. c. Publish Quality Standards.	Guiding documents Training materials RDA data	2025-26
2. Provide tools and resources for both general education and special education teachers and service providers that support inclusive practices. a. Incorporate elements of Universal Design for Learning and differentiated instruction in AISD curriculum documents. Baseline in 24-25 and continuing. b. Ensure that the district's inclusive practices, instructional planning, and guidance align with TEA Guidance on Inclusion and Specially Designed Instruction. c. Embed resources for and quality examples of accommodations and modifications within the district curriculum that supports scaffolding and differentiated instruction.	AISD Curriculum Documents Resources on internal Website	2024-25 2025-26

GOAL 1: Communicate a Clear and Inclusive Vision through Shared Ownership		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
C. PROFESSIONAL DEVELOPMENT FOR SHARED OWNERSHIP		
1. Provide professional development opportunities around inclusive practices that includes scheduling of services, quality service implementation, and the continuum of services for students with disabilities.	Professional Learning	2024-25
2. Develop and implement a professional development plan for executive directors in the Office of Teaching, Learning, and Leading (OTLL), instructional coaches, and special education department and multilingual education district teams to ensure greater alignment, accountability, and consistency regarding special education practices.	Professional development plan Agendas	2024-25

GOAL 2: Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
A. ALIGNED CLARITY OF AISD's MTSS PROCESSES		
1. Develop an AISD MTSS program consisting of a district MTSS manual that includes the processes for system-wide progress monitoring, including a training plan for all general and special education teachers and campus leadership teams. • The MTSS manual will define Austin ISD's expectations for the delivery of high-quality instruction, including the features of effective instruction across settings. • The MTSS manual will outline the curriculum, instructional tools, and resources across tiers of instruction.	MTSS Manual approved by Agency Distribution timeline	2024-25

GOAL 2: Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
2. Develop and lead a trainer of trainer (TOT) standardized training for principals based on approved MTSS process and manual to provide to their staff.	PL Training Calendar and Content	2024-25
3. Provide an annual overview on the MTSS process as described in the manual for other district central office staff, including special education evaluators and other related service and support staff, curriculum staff, executive directors, and other identified central office leadership.	Calendar; Agenda	2024-25 Spring
4. Provide parents with annual training on the overall MTSS process, including how students proceed through the tiers, opportunities to support their child, and progress monitoring for student success.	Empower Hour calendar; Training materials	2024-25
5. Train campus leadership teams and teachers on MTSS requirements outlined in the manual and related expectations outlined in the TEA Order including completing progress monitoring reports, campus/classroom walk-through protocols, and coaching protocols.	Calendar; Agenda	2024-25
B. IMPLEMENTATION OF A ROBUST DISTRICT-WIDE MTSS PROGRAM		
1. Oversee implementation of the district-wide MTSS program. a. Create a cyclical review for annual monitoring, revision, and updates of MTSS materials and related system tools for improvement. b. Develop and schedule a cadence of meetings across MTSS and special education leadership teams to monitor the MTSS process, including review of the referral process for a special education evaluation. c. Establish MTSS problem-solving teams on each campus as defined by TIER in the Developing and Using an MTSS Problem-Solving Team module.	Cyclical review of materials Quarterly Meeting Calendar and Agenda Listing of MTSS campus contact	2024-25

GOAL 2: Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
2. Develop and publish tools and protocols for district leaders to use when calibrating and conducting inter-rater reliability during campus and classroom walkthroughs with campus leaders.	Walk through rubrics and protocols	2024-25
C. MONITORING FOR FIDELITY OF IMPLEMENTATION		
1. Gather and report on student universal screening data reports for all elementary campuses in reading and math indicating the percentage of students identified for Tier 2 and Tier 3 interventions.	State reporting	2024-25
2. Initiate calibration visits on progress monitoring and campus/classroom walkthroughs using the conference tools and protocols developed to establish inter-rater reliability measures as identified in the TEA Order.	Calendar of calibration visits	2024-25
3. Conduct classroom walkthroughs for all identified campus teachers (by a campus or district leadership team member) and one or more school-wide walkthroughs by district leadership as identified in the TEA Order.	Calendar of walkthroughs	2024-25
4. Define requirements based on calibration and validation efforts that will identify the teachers and campus leaders who need to attend coaching sessions and professional development sessions as identified in the TEA Order.	Copy of requirements	2024-25
5. Publish opportunities for coaching and professional development sessions available for teachers and campus leaders related to walk-through performance as identified in the TEA Order in the Spring of 2024-25 and notify identified staff of participation requirements.	PL Calendar; Emails; Training materials; Walkthrough forms	2024-25 Spring
6. Conduct at least two follow-up reviews on any campus/classroom or with any campus leader who has been assigned additional coaching or professional development based on prior performance on the	Calendar of reviews	2024-25 Spring

GOAL 2: Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
progress monitoring or walk-through protocols.		
7. Produce and submit a report to TEA and the Austin ISD Board of Trustees detailing the outcomes of the campus/classroom walk-throughs and progress monitoring efforts as specified in the TEA Order.	Report	2024-25 End of Spring
8. Establish a reporting cadence for executive directors (in the Office of Teaching Learning and Leading -OTLL) to monitor MTSS usage, documentation, and implementation using the MTSS reporting system.	Report or Dashboard; Checkpoints for Support Implementation	2024-25
D. SUPPORT AND CAPACITY BUILDING		
1. Build capacity for the delivery of high-quality instruction, including features of effective instruction and progress monitoring, by requiring coaching and professional development sessions for teachers and campus leaders related to walk-through performance: a. Identify and notify teachers and campus leaders who are required to attend b. Publish opportunities for coaching and professional development sessions available for teachers and campus leaders.	Menu of professional development for identified staff members and coaching session logs	2024-25 Spring
2. Complete the TEA Learn TIER Series for Multi-Tiered Systems of Support: a. District-level leadership in the areas of special education and of curriculum and instruction will complete the TEA Learn Tier modules (phase 1 complete). b. All returning instructional staff (general and special education) will complete the TEA Learn Tier modules. c. All newly hired instructional staff (general education and special education) hired for the 24-25 SY will complete the required TEA Learn TIER modules by May 31, 2025. d. Current campus administration will complete	Training completion logs	2024-25

GOAL 2: Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
the TEA Learn Tier modules by June 30, 2024. e. All newly hired campus administration staff hired for the 24-25 SY will complete the required TEA Learn TIER modules by May 31, 2025.		
3. Integrate knowledge of research and evidence-based practices for students with disabilities into the teacher and principal evaluation and appraisal systems and provide the following supports by August of 2025, including: a. Job-embedded coaching for teacher, instructional coaches, and campus leadership teams; b. Exemplar lessons and activities for teachers to model; c. Defined observation protocols and criteria based on district-established systems for special education and MTSS that principals can use to assess all teachers; d. Communities of practice for all teachers and instructional coaches; e. Opportunities for co-planning between general and special education teachers at the campus and district level; and f. Ongoing professional development to support continuous improvement at all levels, campus leadership, instructional coaches, general education and special education teachers.	Training materials and resources	2025-26

GOAL 3: Ensure Fulfillment of Evaluation Requirements		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
A. ALIGNED CLARITY ON AISD'S CHILD FIND, REFERRAL, AND EVALUATION PROCESSES		
1. Analyze the data related to Child Find to determine the effectiveness of the practices in place and where the district may need to make changes and provide a regular communication cadence for department review.	SPP Data, RDA findings for SPP 11 & 12; quarterly trend reports & meeting cadence	2024-25
2. Provide annual professional development regarding Child Find, referral, evaluation, special education eligibility, services, and timelines to all general and special education teachers, campus administrators, departmental staff members.	Names, dates, and location	2024-25
3. Incorporate a Child Find component in activities established as part of the public awareness campaign within the district's eCST, MTSS, or comparable system.	Public awareness activities	2024-25
4. Update and maintain the external website for parents, families, community, and staff and district print materials for Child Find communication with the feedback from SEFAC.	Date of Update; Links to materials; feedback form responses	2024-25
5. Ensure that campus administrators have accurate information to share with parents regarding the requirements of the Individuals with Disabilities Education Act (IDEA), state special education law related to Child Find, the provision of a free appropriate public education (FAPE), and placement of students with disabilities in the least restrictive environment (LRE).	Child Find materials are posted in every school and annually on website; Student Handbook; Annual training; campus fidelity checks	2024-25

GOAL 3: Ensure Fulfillment of Evaluation Requirements		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
B. IMPLEMENTATION OF COMPLIANT REFERRAL AND EVALUATION PROCESSES		
1. Maintain an electronic tracking system to monitor timeline and completion data of referrals, consents, evaluations, and ARD meetings.	Tracking system; Evaluation Manual	2024-25
2. Establish a structured process to review available data for compliance to identify actions to continuously improve referral and compliance to state and federal timelines.	Tracking system; Evaluation Manual	2024-25
3. Consolidate all guidance into an Evaluation Manual that aligns district operating procedures that includes timelines and processes for responses to referral and evaluation requests, consent, evaluation completion, and eligibility determinations and outlines accountabilities for evaluators, campus leaders, and special education staff. a. Convene a cross-departmental focus group once a year to review and revise existing referral and evaluation procedures.	Evaluation Manual Meeting agendas	2024-25
4. Create a referral checklist for campus staff that describes the data components needed to complete a comprehensive evaluation.	Referral Checklist; Presence in Evaluation Manual and MTSS Manual	2024-25
C. QUALITY STAFFING AND PROFESSIONAL DEVELOPMENT FOR EVALUATION		
1. Make recommendations based on examination of the limited staffing study included in the Stetson Audit and recommendations from professional organizations. a. Determine the number of evaluators the district needs based on recommendations and available resources.	Staffing Analysis with Talent Strategy	2025-26

GOAL 3: Ensure Fulfillment of Evaluation Requirements		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
b. Consider an increase in the number of full-time district evaluators to reduce the reliance on contract and virtual evaluators, as appropriate. c. Review and revise the job descriptions and/or role expectations of School Psychologists to more closely align with the national model recommendations of collaborative and supportive relationships with school staff and families. d. Explore the feasibility of and develop a plan for the assignment of evaluators, including related services staff, to specific campuses based on projected caseload responsibilities, where possible. e. Identify appropriate tasks that full-time evaluators are engaging in that can be reassigned to contract and/or clerical personnel to maximize efficiency to the extent practicable.	Resource Mapping Documents Job Description Review and Revisions	
2. Train all evaluation staff and relevant special education district team members on the processes outlined in the Evaluation Manual. a. Identify practices and procedures related to evaluation assignments, timelines, documentation, and their roles and responsibilities. b. Incorporate expectations regarding monitoring of timelines during campus site visits.	Dates of Training; Attendance Sheet; Evaluation Manual	2024-25

GOAL 4: Establish High Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
A. ARD COMMITTEE STRUCTURES TO PROMOTE FAMILY ENGAGEMENT		
1. Establish and train all campus leadership teams and teachers (general and special education) on the process that will be implemented on every district campus for parent participation on admission, dismissal, and review (ARD) committees. a. Use the Parent Engagement Module required by the TEA order to train all principals and instructional staff (general and special education) and campus administrators around expectations and effective strategies for communicating and working with parents before, during, and following the ARD meeting. b. Develop a guidance and reflection document based on the content of the Module to be used by campuses to establish consistency across the district. c. Update all special education guidance documents to include the process for parent participation on ARD committees.	Training materials and resources	2024-25
2. Provide training on the utilization of the district's digital document management system accessed by parents to retrieve special education documents. a. Train case managers and leadership teams on utilization of the parent portal system. b. Develop and implement a communication plan informing parents about methods for accessing special education documents and their digital access to special education documentation. i. Provide information about how parents can request printed documents, when needed.	Professional Learning and Follow-Up Communication Plan	2024-25

GOAL 4: Establish High Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
3. Ensure to the greatest extent possible that ARD meetings and documentation are provided promptly in the family's native language and communicate with all case managers the language tools for Spanish accessible in the IEP system for fulfilling the expectation of document translation.	Guidance Documents, Check Ins at Department Chair/Principal Meetings	2024-25
4. Provide a set of common expectations for the start of each year and semester for case managers to communicate with families and provide related contact information for parent outreach and support.	Expectations and Template; Review for administrators	2024-25
5. Provide learning opportunities for families related to interpreting a student's IEP and IEP progress reports.	Parent Learning Framework	2024-25
6. Conduct an annual survey of parents with students served through special education to measure parent satisfaction with the special education processes in place.	Survey and comparison to baseline	2024-25
B. DIFFERENTIATED PROFESSIONAL DEVELOPMENT FOR STAFF		
1. Implement comprehensive professional development for campus administrators, general and special education teachers, evaluators, SLPs, related service providers, and providers of dyslexia instruction to improve outcomes for students with disabilities. The learning will include information on: a. adaptations, accommodations, and modifications b. strategies to support emergent bilingual students c. progress monitoring and reporting d. specially designed instruction e. transition planning and services f. full continuum of services	Training materials; agendas Calendar/ Schedule of Modules	2024-25 Phased by group

GOAL 4: Establish High Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
g. Present Levels of Academic and Functional Performance (PLAAFP) statements h. Goals and Post-Secondary Goals (for 14+ students) i. Standards based IEPs		
2. Maintain a centralized online location for all training and professional development materials and resources to support ongoing access, reinforcing skills, just-in-time training, and onboarding.	Designated page/link on the internal Special Education website linking to BLEND/HCP	2024-25 Spring
C. MONITORING OF IEP DEVELOPMENT AND IMPLEMENTATION		
1. Develop and implement a process to monitor IEP quality. a. Use a protocol for measuring the quality of IEPs, including alignment of PLAAFPs, goals, and services. b. Review a sampling of selected folders for IEP compliance. c. Provide coaching and supports for teachers who have not met IEP development standards.	TEA External Desk Review Rubric; results of review Written procedures; Calendar of due dates for folder reviews Follow up assessments	2025-26
2. Develop and implement a process to monitor fidelity of implementation (FOI) of IEPs. a. Use a protocol for measuring the fidelity (FOI) of implementation of IEPs, including accommodations, modifications, progress monitoring, and progress reporting.	Implementation protocol; results of review Walkthrough documents; Calendar of due	2025-26

GOAL 4: Establish High Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
b. Conduct on-site walkthrough to ensure IEP implementation. c. Provide coaching and supports for teachers who do not meet FOI requirements.	dates for folder reviews Follow up assessments	
3. Conduct walkthrough reviews in specialized settings across the continuum of services for students with disabilities to ensure effective implementation of high-leverage practices such as: • Explicit instruction with modeling • Systematic instruction with scaffolding • Multiple opportunities to practice and respond • Immediate and corrective feedback • Appropriate pacing • Use of multiple grouping formats (whole group, station rotation/small group, pairs, individual) • Differentiated instruction	Completed Learning Walk Instruments	2025-26
4. Implement systems that track the provision of accommodations in a student's IEP across instructional settings.	Tracking logs	2025-26
5. Conduct annual ECSE advancement review conferences to document the consideration of Least Restrictive Environment and continuum of services for the following school year.	Tracking logs	2024-25 Spring

GOAL 5: Improve Student Outcomes and Accountability		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
A. FOCUSED SYSTEMS AND STRUCTURES FOR STATE AND FEDERAL COMPLIANCE		
1. Monitor, track, and report accurate compliance data for special education reporting requirements. a. Define roles and responsibilities for ensuring compliance within each area of special education. b. Establish a routine meeting cadence for compliance. c. Convene a cross-departmental focus group to refine, review, and edit annual special education training emphasizing monitoring requirements for campus administrators, special education staff, central office leaders, and campus leaders.	Internal data review; SPP submissions; data visualization Meeting notes Refinement of Training YAGs, Materials and Resources	2024-25
2. Examine and refine organizational structures in special education and the Office of Teaching Learning and Leading (OTLL) for alignment and accountability. a. Meet at least each nine weeks with OTLL executive directors to monitor compliance and data for their assigned campuses.	Participants; agendas; compliance tracking system	2024-25
3. Resolve any compliance concerns with the Special Education document management vendor a. Regular cadence of meetings for sped leadership to monitor compliance b. Quarterly meetings to discuss campus compliance - EDs, sped leadership	Calendar; Agendas; Notes; Development progress	2024-25
4. Conduct annual training for administrators related to overall compliance a. Create a schedule of initial and ongoing training for utilizing the Special Education document management system and any other programs designed to support high-quality instruction.	Training materials	2025-26

GOAL 5: Improve Student Outcomes and Accountability		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
B. QUALITY OUTCOMES/STANDARDS: SCORECARD OUTCOME ACHIEVEMENT		
1. Align systems structures and supports to report progress to attain scorecard goals and progress measures, constraints and student outcomes, as defined, and report on these progress measures with disaggregated data for students with disabilities. The following goals are noted from the District Scorecard at the time of the Strategic Plan submission. However, these will be revised and updated based on the AISD Board's Goals and Constraints Revisions through Lone Star Governance in the Spring of 2024: a. 3rd grade students earning Meets Grade Level on the STAAR Reading Assessment in English or Spanish will increase from x% in June 2021 to 60% by June 2026. b. Identified disparities in special education disciplinary actions as recorded in PEIMS will decrease from 34% in May 2022 to 14% by May 2026. c. The total number of initial and reevaluations conducted will meet set goals for summer, fall, and spring through December 2025. d. The number of pending evaluations will be less than the set goals for summer, fall, and spring, and at 0 evaluations exceeding the required evaluation timelines by December 2025.	Cyclical monitoring documents; Scorecard documents Baseline data will be reviewed annually and in alignment with timeline for scorecard monitoring set by the Board	2024-25
C. ALIGNMENT OF RESOURCES FOR STAFF RECRUITMENT, HIRING, RETENTION, AND SUPPORT		
1. Complete staffing comparisons with other Central Texas districts and districts state-wide to define competitive compensation structures to address shortages, specifically around evaluation staff, speech and related service providers, and special education teachers/support staff.	Analyzed data	2024-25

GOAL 5: Improve Student Outcomes and Accountability		
Strategies	**Evidence of Completion**	**School Year Timeline/ Year to Start**
2. Review data annually to identify and invest in compensation improvements based on vacancy needs, shortages, and hard to staff areas.	Hiring and vacancy information	2025-26
3. Develop and refine structures and invest in pipelines and pathways with incentives for areas including, but not limited to, TA to teacher pathways and diagnostician pathways.	Program information	2025-26
4. Identify sourcing structures and agencies to supplement and support addressing vacancy needs, including Visiting International Teacher programs and contracting agencies for sourcing and recruiting.	Communication with agencies and programs	2024-25
5. Maintain a robust contracting budget to offset growth needs and shortages to sustain support for student needs and services with qualified staff.	Budget	2024-25
6. Maintain a system to manage the allocation/distribution of resources (including staff) based on need to ensure compliance with IDEA.	Formalized system	2024-25

4. Plan Submission/Next Steps

A Strategic Plan for Special Education is due to the Texas Education Agency as part of the required Agreed Order on April 30, 2024. Since the plan must incorporate strategies that address the findings of the Stetson (2024) Audit of Special Education Compliance and Services that was completed and released publicly on April 1, 2024, the timeframe for community feedback and revision was limited. Also, since the audit was completed in the spring of 2024 and included recent data and summary data from almost 600 parent surveys and multiple focus groups, the recommendations and information provided align with substantial feedback from multiple stakeholders.

In addition, the recently seated Special Education Family Advisory Council (SEFAC) received the plan in draft form on April 11, 2024, with a protocol to provide additional feedback for consideration. This included the opportunity to complete a SEFAC feedback survey and to participate in a small group feedback discussion at the April 17, 2024, SEFAC Meeting.

The Strategic Plan provided to the Texas Education Agency will be supported by internal local district timelines and action steps to ensure that strategies are operationalized and progress on goals achieved.

Importantly, the Strategic Plan in its current state and next steps are built upon critical learnings from and acknowledgment of years of identified past systemic non-compliance and failures of Austin ISD to deliver of the promises of IDEA, as identified in the TEA Investigative Report, the TEA Order, and the Stetson Audit.

With that acknowledgment of past failings comes a bold commitment to the improvement of our future state and services for all students and, most notably, students receiving special education in Austin ISD.

Our next steps and milestones will require a collective investment and mutual partnership among and across all team and community members in Austin ISD that will help us truly realize a vision for us to be "*Austin's Home for Inclusive Learning with High Expectations for All Children and High Outcomes for Every Student.*"

5. Acknowledgments

Thank you to the AISD Special Education Team, including SEFAC members with District Leaders, Parents, Teachers, Principals, and Community, who contributed to the development of this Strategic Plan.

The team highlights the critical importance of collective responsibility, shared ownership, and data-based decision-making in meeting the needs of our students. Their contributions will inform compliant and best-practice approaches to support the unique needs of AISD students receiving special education services. The district recognizes the hard work, leadership, and commitment towards this work fostering high-quality systems and supports aligned with the legal framework for all students with disabilities served by our district.

Dr. Dru McGovern-Robinett - Assistant Superintendent of Special Education Programs

Dr. Cherry Lee - Executive Director of Instructional Delivery and Inclusion

Dr. Jennifer Baker- Executive Director of Compliance, Operations, Reporting, and Evaluations

Susanna Cohen- Administrative Supervisor for Special Education

Special Education Family Advisory Council Members

Dr. Mary Ann Maxwell - Assistant Superintendent of Elementary Academics

Dr. Susan Diaz - Assistant Superintendent of Secondary Academics

Dr. Stephanie Hawley - Chief Officer for Organizational Transformation

Kara Schultz - Elementary Principal

Michael Herbin -Secondary Principal

Kristin Mijares-Levy - High School Special Education Teacher

Bobby Quindlen Sandoval - Middle School Special Education Teacher

Elizabeth Mirabal - Elementary Special Education Teacher (Bilingual)

Lauren Hoffer - Parent

Allyson Mangum - Parent

Randi Shade - Parent

LaTisha Anderson - Parent

Deborah Trejo - Parent

Chris Brodie - Parent

Ricardo Bentin - Parent

Miguel Morales - Parent

Peggy Kemp - Parent

Stephanie Ferragut - Parent

Renee Sanders - Parent

Adalberta Marquez - Parent

Natalie Johnson - Parent

Patricia Benigno Ruiz - Parent

Dr. Kathleen Rose - Parent

6. References

The Stetson Program Evaluation (2022)

Austin ISD's Strategic Initiative/Original Plan (2023-2004)

The TEA Agreed Order (2023)

The Stetson Audit (2024)

7. Glossary of Terms

ARD committee - Admission, Review, Dismissal (committee that determines eligibility and services for special education services; also known as the IEP team)

ECSE - Early Childhood Special Education (special education services provided to eligible children ages 3-6)

ED - Executive Director (Austin ISD district position)

FOI - Fidelity of Implementation (ensuring services are provided as outlined in the IEP, routinely and with quality)

IEP - Individualized Education Program (a student's special education plan)

MTSS - Multi-tiered System of Support (a district-wide approach to supporting students' academic, behavior, and social emotional needs)

OTTL - Office of Teaching, Learning and Leading (Austin ISD Office)

PD - Professional Development (learning provided to staff to support high quality instruction)

PLAAFP - Present Levels of Academic and Functional Performance statements (developed by the ARD committee based on strengths, needs, progress, and impact of disability on academic access)

TA - Teacher Assistant (e.g., paraprofessional)

TEA - Texas Education Agency (state education agency)

Distrito Escolar Independiente de Austin

PLAN ESTRATÉGICO
PARA LOS SERVICIOS DE EDUCACIÓN ESPECIAL

OTOÑO 2024-PRIMAVERA 2027

Presentado el 30 de abril de 2024







Visión del AISD:

Somos la sede de Austin para el aprendizaje inclusivo: expectativas altas para todos los niños, resultados óptimos para cada estudiante.

Preparamos a cada estudiante con el conocimiento y las destrezas para prosperar en la universidad, la profesión y la vida.

NUESTROS COMPROMISOS EN EL SERVICIO A LOS ESTUDIANTES CON DISCAPACIDAD

lEn el Austin ISD, creemos que cada estudiante es parte de la comunidad de educación general. Reforzamos nuestra dedicación a la inclusividad ofreciendo un espectro de servicios, incluyendo disposiciones de educación especial, adaptaciones de la Sección 504 y ayudas y servicios suplementarios, que fortalecen y suplementan en lugar de reemplazar la educación general, diseñados para satisfacer las necesidades individuales de cada niño. El Austin ISD se compromete a fomentar altas expectativas y a implementar sistemas sólidos para garantizar resultados equitativos para todos los estudiantes con discapacidades.

Nos comprometemos a capacitar a nuestros estudiantes maximizando su acceso al plan de estudios de educación general a través de una amplia gama de servicios y la integración de prácticas inclusivas basadas en hechos. Cada miembro del personal está profundamente involucrado y responsable de asegurar que nuestros niños desarrollen la independencia y estén preparados para la universidad, la profesión y la vida.

Reconociendo la importancia de fomentar una comunidad de colaboración, nos proponemos cultivar una red de educadores, padres de familia, familias y socios comunitarios dedicados a crear un ambiente de aprendizaje enriquecedor para nuestros estudiantes. Nos comprometemos a mantener prácticas en las que cada miembro de nuestra comunidad sea tratado con respeto y dignidad, todas las voces sean valoradas y cada contribución sea honrada.

Principios Básicos del Austin ISD para la Inclusión

Los Principios Básicos para la Inclusión son fundamentales para poner en marcha la visión de prácticas inclusivas en el Austin ISD para estudiantes con discapacidades. Estos principios se diseñaron y desarrollaron como parte de los esfuerzos de colaboración en un grupo de trabajo de inclusión, que incluyó a padres de familia/miembros de la comunidad del Austin ISD, miembros del equipo de educación especial del Austin ISD y maestros. Los principios básicos para la inclusión se diseñaron y compartieron en el verano de 2022, y se han incluido en la capacitación y el desarrollo para maestros, administradores escolares y liderazgo del distrito en 2022-2023 y 2023-2024. Nos comprometemos con estos principios como la base para apoyar a nuestros estudiantes en la toma de decisiones basada en los datos y la planificación para el éxito del estudiante.

Mentalidad inclusiva

Esperamos que todo el personal tenga una mentalidad incluyente y aplique prácticas incluyentes en todos los ámbitos y entre el estudiantado. Todos los estudiantes deben tener un sentido de pertenencia como resultado de un personal que acoge a estudiantes con todas las necesidades y capacidades, que está formado en la concienciación y aceptación general de la discapacidad, que utiliza eficazmente las intervenciones de comportamiento e instrucción y que ha aprendido el lenguaje y las prácticas inclusivas. La mentalidad inclusiva debe formar parte de las conversaciones sobre la equidad en lugar de ser un tema separado (segregado) y se integrará en el Aprendizaje socioemocional/Competencia cultural e Inclusión (CP&I, por sus siglas en inglés).

Sentido de pertenencia

Creemos que la discapacidad no determina la asignación y que, en la medida de lo posible, los estudiantes deben asistir a las escuelas de su vecindario y recibir oportunidades inclusivas en la mayor medida posible. También creemos que los padres de familia tienen voz y deben ser escuchados y respetados cuando se toman decisiones sobre el apoyo y los servicios para sus hijos.

Resultados para los estudiantes

Creemos que cuando los educadores tienen expectativas altas para los estudiantes con discapacidades, junto con las herramientas para la implementación de una instrucción especialmente diseñada y prácticas e intervenciones de instrucción efectivas, se producirán logros y crecimiento.

Individualizado

La selección y aplicación de modelos de instrucción eficaces e incluyentes debe basarse en un entendimiento, una creencia, una intención y una conciencia comunes de las necesidades académicas, sociales y emocionales individuales de cada estudiante.

Capacitación continua e integrada en el empleo

Todo el personal de instrucción y los profesionales administrativos del Austin ISD (personal de la oficina del Distrito y de la escuela), recibirán la capacitación y el desarrollo profesional requeridos sobre modelos inclusivos, prácticas comprobadas (planificación, impartición de instrucción y evaluación de sistemas), estrategias basadas en pruebas y otras oportunidades de aprendizaje en apoyo de estudiantes con discapacidades.

Prácticas culturalmente relevantes y receptivas

Con el fin de fomentar un sentido de pertenencia, los modelos incluyentes deben incorporar intencionalmente prácticas culturalmente relevantes y sensibles tanto dentro como fuera del salón de clases para que cada estudiante y su familia sean vistos y valorados. Esto incluye, pero no se limita a: prácticas que sean activamente antirracistas y antisexistas, que apoyen la exposición y la celebración de la cultura de la discapacidad, y que refuercen una visión basada en las aportaciones de nuestros estudiantes y familias bilingües emergentes.

Prácticas educativas basadas en la investigación

El personal educativo debe estar bien preparado y ser capaz de proporcionar estrategias educativas de alto rendimiento basadas en la investigación y relacionadas con la inclusión, mientras se espera que los profesionales administrativos (personal de la oficina central y de la escuela) realicen un seguimiento con observaciones de implementación y comprobación de cumplimiento a través de observaciones formales e informales.

Acceso equitativo

Los estudiantes que reciben apoyos y servicios de educación especial son ante todo estudiantes de educación general. Los estudiantes tendrán acceso a materiales del plan de estudio basado en TEKS independientemente de su prestación de servicios individualizados y apoyos afines, y sus maestros estarán equipados con materiales del plan de estudio basado en TEKS y se espera que los utilicen junto con un sistema de apoyos de varios niveles.

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1.

Visión general

El Austin ISD educa a más de 73.000 estudiantes, de los cuales más de 12.000 son elegibles para recibir servicios de educación especial. El distrito incluye 116 escuelas diversas en uno de los complejos metropolitanos de más rápido crecimiento del país. Todos los estudiantes son, en primer lugar, estudiantes de educación general, y la educación especial y servicios afines, o adaptaciones de la Sección 504 y ayudas y servicios suplementarios, se proporcionan aparte de la educación general y no en su lugar.

El plan estratégico de educación especial del AISD hace hincapié en fomentar una visión clara e inclusiva y promueve la responsabilidad compartida entre todas las partes interesadas que participan en el apoyo a los estudiantes con discapacidades. Esta responsabilidad compartida es necesaria para lograr que las prácticas de apoyo a los estudiantes cumplan con la ley y sean de calidad. Al establecer una visión que es transparente e inclusiva, el plan estratégico asegura que todos estén alineados hacia la meta común de lograr resultados positivos para todos los estudiantes, independientemente de sus capacidades.

La colaboración con una amplia gama de partes interesadas, incluidos los padres de familia, los defensores y los miembros de la comunidad, es crucial para mejorar la capacidad de los servicios de educación especial para apoyar eficazmente a los estudiantes con discapacidades. Este plan pretende delinear ampliamente una red de apoyo que sea sólida y responda a las necesidades de los estudiantes y sus familias. La participación de las familias y las alianzas están integradas en todas las estrategias del plan en reconocimiento del componente vital que desempeñan los padres a la hora de defender a sus hijos y garantizar que se satisfagan sus necesidades dentro del sistema educativo.

El compromiso del plan estratégico de abordar las acciones correctivas requeridas y delineadas en la Orden acordada entre la Agencia de Educación de Tejas (TEA, por sus siglas en inglés) y el AISD demuestra un enfoque proactivo hacia el cumplimiento y la mejora continua general. El AISD pone un gran énfasis en la construcción de sistemas sostenibles que puedan llevarse a cabo a largo plazo.

Además, los conocimientos proporcionados por la Auditoría de Educación Especial realizada por Stetson and Associates ofrecen un análisis exhaustivo de áreas clave como la participación de los padres de familia y las familias, las prácticas inclusivas, los logros de los estudiantes, la responsabilidad y el cumplimiento. A partir de estos hallazgos, el AISD puede comprender mejor el panorama actual e identificar áreas de crecimiento y mejora dentro y a través de los programas y servicios de educación especial que se ofrecen a los estudiantes.

Visión general del plan

El Plan estratégico de Educación Especial describe cinco áreas con estrategias y acciones identificadas para abordar las necesidades de los estudiantes. A medida que se determinen acciones adicionales y se perfeccionen los pasos, el plan se actualizará como parte de un ciclo continuo de supervisión y mejora. El plan proporcionado enfatiza metas y estrategias de alto nivel. El Distrito y el Departamento de Educación Especial trabajarán para poner en práctica los pasos detallados para apoyar y cumplir con las estrategias definidas, metas y resultados señalados en este plan. Cada meta y conjunto de estrategias proporcionadas en el plan se complementarán con iniciativas específicas detalladas y fechas de implementación, pasos de acción, grupos responsables y asignaciones de recursos que se definirán, supervisarán y mantendrán.

Las metas y estrategias enumeradas en este plan se basan en hallazgos clave de una evaluación del programa del Departamento de Educación Especial del Austin ISD que se completó en la primavera de 2022, la Auditoría de Educación Especial completada en la primavera de 2024 y la Orden de la TEA emitida en el otoño de 2023. Cada meta está apoyada por un grupo de estrategias y acciones para ayudar al Distrito a mejorar sus prácticas y lograr resultados de alta calidad para los estudiantes. Las metas no están escritas en orden de prioridad, ya que todos los componentes son parte integral del diseño e implementación de servicios y apoyos de calidad para estudiantes con discapacidades. Este Plan estratégico es fluido y está diseñado para ser un plan de 3 años, con un seguimiento cíclico y actualizaciones en años futuros.

Causas profundas/Problemas de incumplimiento identificados

Una auditoría de parte de terceros fue requerida por la Agencia de Educación de Tejas y completada en la primavera de 2024 por Stetson and Associates. La auditoría identificó 7 problemas de sistemas relacionados con el estado de cumplimiento de Austin con los procedimientos legalmente requeridos para los estudiantes con discapacidades. Los problemas de los sistemas se observan como áreas que afectan a múltiples sistemas escolares a nivel local y nacional en el tratamiento de las necesidades de los estudiantes con discapacidades y que del mismo modo eran frecuentes como desafíos para el Austin ISD. Estos son:

1. Escasez significativa de personal de educación especial
2. Sistemas de datos inadecuados
3. Necesidad de claridad de funciones en relación con el cumplimiento
4. Necesidad de una estructura organizativa revisada para la responsabilidad compartida
5. Un programa/etiqueta en vez de la orientación individual de los estudiantes
6. Brecha de desarrollo profesional en contenidos y procesos de aprendizaje de adultos
7. Diferentes grados de relaciones respetuosas con los padres de familia

Además, la auditoría formuló múltiples recomendaciones en ocho ámbitos clave más amplios que se combinan y responden en el plan.

Organización del Plan

El plan está organizado en cinco áreas con atención especial y enfoque en el cumplimiento de los requisitos de evaluación y cronogramas para el deber de buscar al niño (Child Find) y Determinaciones de elegibilidad como se señala en la Orden de TEA. El plan también ilustra que la mejora del cumplimiento y la finalización de la evaluación deben estar dentro de las mejoras del sistema más amplio, incluyendo una visión inclusiva clara y operacionalizada para los estudiantes con discapacidades con normas de calidad, funciones departamentales y acciones, así como un énfasis en la instrucción de alta calidad y mejoras del sistema dentro de un sistema de varios niveles de apoyo para los estudiantes.

Se ofrece un esquema de alto nivel para las cinco metas y estrategias más amplias del plan, seguido de acciones exhaustivas y más detalladas.

El plan es un documento evolutivo y puede ser revisado y/o modificados las fechas internas de los pasos de acción específicos; no obstante, se informará trimestralmente de los avances en las estrategias de alto nivel para indicar el progreso hacia la consecución de las metas en consonancia con las fechas más amplias previstas.

Prioridades del plan y Monitoreo

El Plan se compone de cinco metas:

- Comunicar una visión clara e inclusiva mediante la responsabilidad compartida
- Implementar una instrucción de alta calidad dentro de un sistema de apoyos de varios niveles (MTSS, por sus siglas en inglés)
- Garantizar el cumplimiento de los requisitos de evaluación
- Establecer normas de alta calidad para el desarrollo y la implementación de programas educativos individualizados (IEP, por sus siglas en inglés)
- Mejorar los resultados y el desempeño de los estudiantes

Cada una de las áreas/metas señaladas tiene sus pasos de acción correspondientes con una serie de obligaciones y tareas. Se crearán y supervisarán detalles adicionales para hacer operativos las metas y estrategias del plan, con medidas de acción identificadas, responsables/líderes de tareas y fechas límite más concretas para garantizar el progreso y la finalización.

Las fechas límite del plan, el progreso y los ajustes pertinentes se compartirán con el Liderazgo Ejecutivo, incluidos el Superintendente y la Mesa Directiva, para revisar el progreso e informar de las revisiones apropiadas de las acciones.

Las inversiones continuas en estrategias y modelos sólidos de dotación de personal, así como en enfoques de aprendizaje profesional enriquecidos y mejorados, son esenciales para el éxito del plan y, en última instancia, para la transformación sistémica de los servicios para los estudiantes.

2. Metas y estrategias de alto nivel

Las siguientes tablas muestran las fuentes de datos que han servido de base para el desarrollo del plan, así como las 5 metas principales que irán acompañadas de estrategias de apoyo en cada sección.



2024 Special Education Goals Overview (PDF)

2024 Austin ISD Strategic Plan for Special Education Services

Each goal is supported by a collection of strategies and actions that will help the District improve its practices and achieve high-quality outcomes for students. This Strategic Plan is fluid and is designed to be a 3-year plan, cyclical monitoring and updates in future years.

1. Communicate a Clear and Inclusive Vision through Shared Ownership
2. Implement High-Quality Instruction within a Multi-Tiered System of Supports (MTSS)
3. Ensure Fulfillment of Evaluation Requirements
4. Establish High-Quality Standards for the Development and Implementation of Individualized Education Programs (IEPs)
5. Improve Student Outcomes and Accountability

* *Note that Parent and Community Engagement Strategies are included for all five goals*

Monitorización cíclica del progreso hacia el logro de la meta

Las actualizaciones del plan deben realizarse al menos una vez por semestre (normalmente al final). La continuación de la monitorización y los informes de las metas y las tarjetas de resultados se alinearán con el calendario de monitorización de la Mesa Directiva, normalmente al principio, a mediados y al final del año.

Todos los asuntos que deban notificarse o presentarse a la Agencia como parte de la Orden acordada de TEA deben coincidir con las fechas previstas que se indican a continuación.

Fuentes de datos para recomendar o requerir una estrategia

1. Evaluación de Stetson sobre el Programa (2022)
2. Iniciativa estratégica del Austin ISD/Plan original (2023-2004)
3. La Orden acordada de TEA (2023) (note que los detalles específicos y las acciones y/o plazos finales requeridos no son negociables)
4. La auditoría de Stetson (2024)
5. Retroalimentación adicional de padres de familia/comunidad u organización/departamento
6. Tarjeta de resultados del Austin ISD rediseñada (2024, y en desarrollo para revisión)

3. Detalles de la estrategia y las metas

Las metas y estrategias aquí expuestas se sitúan a un nivel superior. Cada meta contará con planes de trabajo internos y planes de iniciativa detallados y desarrollados para poner en práctica las acciones, definir las partes responsables y establecer la asignación de recursos para la consecución de las metas. Estos planes detallados de iniciativa/acción se supervisarán y perfeccionarán localmente.

A continuación, se hace referencia y se ajusta el esquema para el proceso de comunicación y planificación previamente adoptado durante la fase 2 de la planificación a largo plazo del AISD, a fin de aclarar las expectativas en torno a los pasos de acción, la planificación y los procesos de presentación de informes para el Plan estratégico de educación especial.

Planes de acción

Los planes de acción proporcionan un mapa que convierte las metas en pasos tangibles y alcanzables. Indican tareas específicas, responsabilidad, fechas límite/hitos, determinación de participantes y funciones y responsabilidades. Para el AISD, cada meta inmediata (para 24-25) desarrollará un plan de acción, incorporará herramientas de equidad, datos y alcance, cuando corresponda, y incorporará los planes del distrito para una mayor alineación e implementación sistémica.

Transparencia e informes

Para asegurar la transparencia y un entendimiento compartido de la implementación del Plan estratégico para la educación especial, se incorporarán informes estáticos e interactivos. Se mantendrá un sitio web y se informará a través de la Mesa directiva, el Comité consultivo de familias de educación especial y otros grupos escolares y comunitarios, según proceda, en función de la meta y la estrategia. Los informes recurrentes estarán alineados con los informes de la tarjeta de resultados del AISD, al menos una vez por semestre y típicamente al principio, a mediados y al final del año. Los informes sobre estos hitos se compartirán públicamente.

Informe inicial

Un informe inicial es una instantánea de las condiciones iniciales. Proporciona responsabilidad y datos, para capturar el punto de partida contra el cual se puede medir el progreso y el éxito. Los informes iniciales se obtienen de los hallazgos de la Auditoría de Stetson, los datos de la Medida de progreso de la tarjeta de resultados del AISD, así como las áreas de mejora y/o incumplimiento identificadas en la Orden de la TEA basada en resultados dirigidos a la responsabilidad o áreas relacionadas con la presentación de informes de responsabilidad. Los datos de línea inicial informarán las metas del plan estratégico y más específicamente, las medidas recomendadas en los planes detallados.

Meta 1: Comunicar una visión clara e inclusiva mediante la responsabilidad compartida

Estrategias	Pruebas de cumplimiento	Calendario del ciclo escolar/año de inicio
A. OPORTUNIDADES PARA COMUNICAR Y PARTICIPAR EN PRÁCTICAS INCLUSIVAS		
1. Promover el compromiso del Austin ISD para servir a estudiantes con discapacidades mediante prácticas inclusivas. a. Desarrollar un plan de comunicación del distrito para lograr una tendencia regular de mensajes en los boletines para padres y noticias de Appitol para el personal. i. Desarrollar una tendencia para un mensaje del Superintendente cada semestre enfatizando la visión inclusiva del AISD y los principios básicos para la inclusión que se espera en nuestras escuelas. b. Recomendar a la Mesa Directiva que recalque las prácticas inclusivas en sus declaraciones de valores, visión y documentos afines. c. Incluir declaraciones con una visión inclusiva y principios básicos para la inclusión en los paquetes de orientación para las contrataciones nuevas de personal docente y de escuelas como parte de las expectativas para trabajar en el Distrito Escolar Independiente de Austin. d. Ampliar la capacitación sobre "Diseño de juntas de ARD que fomenten la participación familiar" para desarrollar normas y expectativas de participación familiar y comunicación para los líderes del distrito y de la escuela a fin de promover una participación más alineada, inclusiva y respetuosa con los padres de familia y cuidadores.	Plan de comunicación y mensajes Documentos del distrito/sitio Sitio web, mensajes semanales de liderazgo, documentos de referencia Paquetes de orientación actualizados Diseño de juntas de ARD que promuevan la participación de las familias; esquema de participación y comunicación	2024-25 2025-26 2024-25

Meta 1: Comunicar una visión clara e inclusiva mediante la responsabilidad compartida		
Estrategias	**Pruebas de cumplimiento**	**Calendario del ciclo escolar/año de inicio**
1. Celebrar todas las habilidades y promover la aceptación y el reconocimiento de la discapacidad y la equidad en el trabajo. a. Establecer e incluir la concienciación y la aceptación de la discapacidad en el calendario de eventos del distrito (e.g., semana de las escuelas inclusivas). b. Definir un grupo de actividades o eventos específicos en todo el distrito para reforzar las iniciativas inclusivas y las expectativas para los estudiantes con discapacidades desde una perspectiva basada en los beneficios. c. Revisar y, según proceda, rediseñar los materiales de desarrollo profesional de aprendizaje socioemocional, competencia cultural e inclusión para incluir la discapacidad y el impacto. Revisión del proceso durante 24-25 con revisiones para 25-26. d. Desarrollar una tendencia regular de comunicación para destacar los éxitos de cada escuela en relación con las interacciones de los padres de familia, la satisfacción y las estrategias eficaces.	Calendario del distrito, bosquejo del programa, comunicados de prensa Materiales de revisión; documentos o lenguaje revisados Plan de comunicación, publicaciones en redes sociales, sitios web de la escuela y del distrito, boletín informativo	2024-25 2025-26 2025-26
3. Establecer una tendencia regular en las juntas del Consejo consultivo de familias de educación especial (SEFAC, por sus siglas en inglés) y proporcionar un resumen de las acciones/eventos. a. Establecer un grupo de trabajo sobre inclusión como subcomité del SEFAC, para que formule recomendaciones sobre esquemas específicos del distrito y prácticas inclusivas, así como un planteamiento para ampliar esta labor a todo el distrito. b. Utilizar las recomendaciones del SEFAC para	Agendas y actas del SEFAC Bosquejo de los procesos del subcomité y expansión del grupo de trabajo	2024-25

Meta 1: Comunicar una visión clara e inclusiva mediante la responsabilidad compartida		
Estrategias	**Pruebas de cumplimiento**	**Calendario del ciclo escolar/año de inicio**
informar el desarrollo profesional, las oportunidades de participación familiar y las prácticas inclusivas. c. Proporcionar información actualizada sobre los objetivos del plan estratégico en las juntas del SEFAC y en el sitio web externo.		
4. Fomentar el compromiso y la transparencia de la comunidad mediante oportunidades anuales de aprendizaje para las familias. a. Crear un calendario e identificar temas para las sesiones de aprendizaje, divulgación y participación de los padres de familia que incluyan información sobre los procesos de buscar al niño (Child Find), Remisión y MTSS. i. Difundir un calendario de las sesiones propuestas y un plan de comunicación por semestre para el equipo de comunicación, el departamento y las escuelas, ii. Compartir información en las redes sociales, el calendario del distrito, el sitio web externo y los boletines mensuales para padres de familia y la comunidad. iii. Colaborar con los especialistas en apoyo a los padres de familia (PSS, por sus siglas en inglés) del AISD para: 1. difundir oportunidades de aprendizaje para las familias, 2. aumentar las actividades de divulgación dirigidas a las familias de estudiantes con discapacidad en las distintas escuelas fuera de las sesiones patrocinadas por la oficina central 3. proporcionar capacitación en la planificación de la transición que refuerce la divulgación y el desarrollo de capacidades.	Calendario de Hora de empoderamiento, Temas, Información del sitio web	2024-25

Meta 1: Comunicar una visión clara e inclusiva mediante la responsabilidad compartida		
Estrategias	**Pruebas de cumplimiento**	**Calendario del ciclo escolar/año de inicio**
B. HERRAMIENTAS Y RECURSOS PARA LAS PRÁCTICAS DE INCLUSIÓN Y LA CONTINUIDAD DE LOS APOYOS		
1. Desarrollar e implementar normas de calidad para la práctica inclusiva en todas las escuelas del AISD. a. Revisar los documentos de Stetson & Associates sobre Normas de calidad para escuelas inclusivas como base para las normas inclusivas en todo el distrito. b. Recopilar los comentarios de SEFAC y de los líderes de distrito y actualizar las Normas de calidad. c. Publicar Normas de Calidad.	Documentos guía Material de capacitación Información de RDA	2025-26
1. Proporcionar herramientas y recursos a los maestros de educación general y especial y a los proveedores de servicios que apoyen las prácticas de inclusión. a. Incorporar elementos del Diseño universal para el aprendizaje y la instrucción diferenciada en los documentos del plan de estudios del AISD. Inicia en 24-25 y continua. b. Garantizar que las prácticas inclusivas, la planificación de la enseñanza y la orientación del distrito se ajusten a las directrices de la TEA sobre inclusión e instrucción especialmente diseñada. c. Integrar recursos y ejemplos de adaptaciones de calidad y modificaciones en el plan de estudios del distrito que apoye la instrucción diferenciada y el refuerzo.	Documentos del plan de estudios del AISD Recursos en el sitio web interno	2024-25 2025-26

Meta 1: Comunicar una visión clara e inclusiva mediante la responsabilidad compartida

Estrategias	Pruebas de cumplimiento	Calendario del ciclo escolar/año de inicio
C. DESARROLLO PROFESIONAL PARA LA RESPONSABILIDAD COMPARTIDA		
1. Proporcionar oportunidades de desarrollo profesional en torno a prácticas inclusivas que incluyan la programación de servicios, la implementación de servicios de calidad y la continuidad de los servicios para estudiantes con discapacidades.	Aprendizaje profesional	2024-25
2. Desarrollar e implementar un plan de desarrollo profesional para directores ejecutivos en la Oficina de instrucción, aprendizaje y liderazgo (OTLL, por sus siglas en inglés), instructores educativos y equipos distritales de educación multilingüe y del departamento de educación especial para garantizar una mayor uniformidad, responsabilidad y congruencia con respecto a las prácticas de educación especial.	Plan de desarrollo profesional Agendas	2024-25

Meta 2: Implementar una instrucción de alta calidad dentro de un sistema de apoyo de varios niveles (MTSS, por sus siglas en inglés)

Estrategias	Pruebas de cumplimiento	Calendario del ciclo escolar/año de inicio
A. CLARIDAD ALINEADA DE LOS PROCESOS DE MTSS DEL AISD		
1. Desarrollar un programa de MTSS del AISD que consista de un manual de MTSS del distrito que incluya los procesos para el monitoreo del progreso en todo el sistema, incluyendo un plan de capacitación para todos los maestros de educación general y especial y los equipos de liderazgo de la escuela. a. El manual de MTSS definirá las expectativas del	Manual MTSS aprobado por la Agencia de distribución del calCalendario y contenido de la	2024-25

Meta 2: Implementar una instrucción de alta calidad dentro de un sistema de apoyo de varios niveles (MTSS, por sus siglas en inglés)		
Estrategias	**Pruebas de cumplimiento**	**Calendario del ciclo escolar/año de inicio**
Austin ISD para impartir instrucción de alta calidad, incluyendo las características de la instrucción efectiva en todos los entornos. b. El manual del MTSS describirá el plan de estudios, las herramientas de instrucción y los recursos en todos los niveles de instrucción.		
2. Desarrollar y dirigir una capacitación uniforme de capacitador de capacitadores (TOT, por sus siglas en inglés) para directores basada en el proceso y manual MTSS aprobados para ofrecer a su personal.	Calendario y contenido de la capacitación profesional (PL)	2024-25
3. Proporcionar una visión general anual sobre el proceso MTSS como se describe en el manual para otros miembros del personal de la oficina central del distrito, incluidos los evaluadores de educación especial y otros servicios afines y el personal de apoyo, el personal del plan de estudios, los directores ejecutivos y otros líderes identificados de la oficina central.	Calendario; Agenda	2024-25 Primavera
4. Proporcionar a los padres de familia una capacitación anual sobre el proceso general MTSS, incluyendo cómo los estudiantes proceden a través de los niveles, las oportunidades para apoyar a su hijo, y el monitoreo del progreso para el éxito del estudiante.	Calendario de Hora de empoderamiento; materiales de capacitación	2024-25
5. Capacitar a los equipos de liderazgo de la escuela y a los maestros sobre los requisitos del MTSS descritos en el manual y las expectativas relacionadas descritas en la Orden de la TEA, incluyendo la compleción de los informes de monitoreo del progreso, los protocolos de recorrido de la escuela/clase y los protocolos de capacitación.	Calendario; Agenda	2024-25

Meta 2: Implementar una instrucción de alta calidad dentro de un sistema de apoyo de varios niveles (MTSS, por sus siglas en inglés)

Estrategias	Pruebas de cumplimiento	Calendario del ciclo escolar/año de inicio
B. IMPLEMENTACIÓN DE UN SÓLIDO PROGRAMA DE MTSS EN TODO EL DISTRITO		
1. Supervisar la aplicación del programa MTSS en todo el distrito. a. Crear un examen cíclico para la supervisión, revisión y actualización anuales de los materiales del MTSS y las herramientas del sistema relacionadas para mejorarlo. b. Desarrollar y programar una tendencia regular de juntas entre los equipos de liderazgo de MTSS y educación especial para supervisar el proceso de MTSS, incluida la revisión del proceso de recomendación para una evaluación de educación especial. c. Establecer equipos de resolución de problemas de MTSS en cada escuela según lo definido por TIER en el módulo Desarrollo y uso de un equipo de resolución de problemas de MTSS.	Cyclical review of materials Quarterly Meeting Calendar and Agenda Listing of MTSS campus contact	2024-25
2. Desarrollar y publicar herramientas y protocolos para el uso de los líderes del distrito para calibrar y llevar a cabo la fiabilidad entre evaluadores durante recorridos con los líderes de los planteles en sus salones de clases y planteles escolares.	Rúbricas y protocolos de los recorridos	2024-25
C. MONITORIZACIÓN DE LA FIDELIDAD DE LA IMPLEMENTACIÓN		
1. Recopilar e informar sobre los informes de detección de datos universales de estudiantes para todos los planteles escolares de primaria en lectura y matemáticas indicando el porcentaje de estudiantes identificados para intervenciones de Nivel 2 y Nivel 3.	Informes estatales	2024-25
2. Iniciar recorridos de calibración sobre la supervisión del progreso y visitas a los planteles escolares/salón de clases utilizando las herramientas de conferencia y los protocolos desarrollados para establecer medidas de fiabilidad entre evaluadores como se identifica en la Orden de la TEA.	Calendario de recorridos de calibración	2024-25

Meta 2: Implementar una instrucción de alta calidad dentro de un sistema de apoyo de varios niveles (MTSS, por sus siglas en inglés)		
Estrategias	**Pruebas de cumplimiento**	**Calendario del ciclo escolar/año de inicio**
3. Llevar a cabo recorridos en el salón de clases de todos los maestros identificados (por un miembro del equipo de liderazgo de la escuela o del distrito) y una o más recorridos en toda la escuela por parte del liderazgo del distrito, tal y como se identifica en la Orden de la TEA.	Calendario de recorridos	2024-25
4. Definir los requisitos basados en los esfuerzos de calibración y validación que identificarán a los maestros y líderes de la escuela que necesitan asistir a sesiones de capacitación y desarrollo profesional como se identifica en la Orden TEA.	Copia de los requisitos	2024-25
5. Publicar las oportunidades de sesiones de capacitación y desarrollo profesional disponibles para los maestros y líderes del plantel en relación con el recorrido según identifica la Orden de TEA en la primavera de 2024-25 y notificar al personal identificado de los requisitos de participación.	Calendario PL; Correos electrónicos; Material de formación; Formularios de recorrido	2024-25 Primavera
6. Llevar a cabo al menos dos revisiones de seguimiento en cualquier plantel/salón de clases o con cualquier líder de la escuela a la que se le haya asignado la capacitación o desarrollo profesional adicional en función de su desempeño previo en los protocolos de supervisión del progreso o de recorrido.	Calendario de revisiones	2024-25 Primavera
7. Producir y presentar un informe a la Agencia de educación de Texas (TEA, por sus siglas en inglés) y a la mesa directiva del Austin ISD detallando los resultados de los recorridos por las escuelas/salón de clases y los esfuerzos de monitoreo del progreso como se especifica en la Orden de la TEA.	Informe	2024-25 Final de la primavera

Meta 2: Implementar una instrucción de alta calidad dentro de un sistema de apoyo de varios niveles (MTSS, por sus siglas en inglés)

Estrategias	Pruebas de cumplimiento	Calendario del ciclo escolar/año de inicio
8. Establecer una tendencia regular de informes para los directores ejecutivos (en la Oficina de enseñanza, aprendizaje y liderazgo -OTLL, por sus siglas en inglés) para supervisar el uso, la documentación y la implementación de MTSS utilizando el sistema de informes de MTSS.	Informe o cuadro de mandos; puntos de control para apoyar la aplicación	2024-25
D. APOYO Y CAPACITACIÓN		
1. Desarrollar la capacidad para impartir una enseñanza de alta calidad, incluidas las características de un monitoreo eficaz de enseñanza y progreso, requiriendo sesiones de capacitación y desarrollo profesional para los maestros y los líderes en relación con el desempeño observado en los recorridos: a. Identificar y notificar a los maestros y a los líderes de la escuela que deben asistir b. Publicar oportunidades de sesiones de capacitación y desarrollo profesional disponibles para maestros y líderes escolares.	Programa de desarrollo profesional para los miembros del personal identificados y registros de las sesiones de capacitación	2024-25 Primavera
2. Completar la serie Aprenda TIER para los Sistemas de apoyo de varios niveles de la TEA: a. El liderazgo distrital en las áreas de educación especial y de instrucción y plan de estudios completará los módulos Aprenda TIER de la TEA (fase 1 completada). b. Todo el personal docente que regrese (educación general y especial) completará los módulos Aprenda TIER de la TEA. c. Todo el personal docente recién contratado (educación general y educación especial) contratado para el año escolar 24-25 completará los módulos Aprenda TIER de la TEA requeridos antes del 31 de mayo de 2025. d. La administración actual de los planteles escolares completará los módulos Aprenda TIER	Registros de finalización de la formación	2024-25

Meta 2: Implementar una instrucción de alta calidad dentro de un sistema de apoyo de varios niveles (MTSS, por sus siglas en inglés)		
Estrategias	**Pruebas de cumplimiento**	**Calendario del ciclo escolar/año de inicio**
de la TEA antes del 30 de junio de 2024. e. Todo el personal administrativo recién contratado para el año escolar 24-25 completará los módulos Aprenda TIER de la TEA requeridos antes del 31 de mayo de 2025.		
3. Integrar el conocimiento de la investigación y las prácticas basadas en la evidencia para los estudiantes con discapacidades en los sistemas de evaluación y valoración de maestros y directores y proporcionar los siguientes apoyos para agosto de 2025, incluyendo: a. Asesoramiento integrado en el puesto de trabajo para maestros, facilitadores de instrucción y equipos directivos de los planteles; b. Ejemplos de lecciones y actividades que sirvan de modelo para los maestros; c. Protocolos de observación definidos y criterios basados en los sistemas establecidos por el distrito para la educación especial y MTSS que los directores pueden utilizar para evaluar a todos los maestros; d. Comunidades de práctica para todos los maestros y facilitadores de instrucción ; e. Oportunidades de planificación conjunta entre maestros de educación general y especial a nivel del plantel escolar y del distrito; y f. Capacitación profesional continua para apoyar la mejora constante en todos los niveles, liderazgo del plantel, facilitadores de instrucción , maestros de educación general y de educación especial.	Recursos y materiales de capacitación	2025-26

META 3: Garantizar el cumplimiento de los requisitos de evaluación		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
A. MAYOR CLARIDAD EN LOS PROCESOS DEL *deber de buscar al niño* (Child Find), RECOMENDACIÓN Y EVALUACIÓN DEL AISD		
1. Analizar los datos relacionados con el *deber de buscar al niño* (Child Find, por su nombre en inglés) para determinar la eficacia de las prácticas aplicadas y dónde puede ser necesario que el distrito haga cambios, y proporcionar una tendencia de comunicación periódica para la revisión del departamento.	Datos de los PPE, resultados de la RDA para los PPE 11 y 12; informes trimestrales de tendencias de las reuniones.	2024-25
2. Proporcionar desarrollo profesional anual con respecto al Child Find, la recomendación, evaluación, elegibilidad para la educación especial, y los servicios y plazos de la educación especial a todos los maestros de educación general y especial, administradores de plantel y al personal departamental.	Nombres, fechas y ubicación	2024-25
3. Incorporar un componente del Child Find en las actividades establecidas como parte de la campaña de concientización pública dentro del eCST, MTSS o sistema comparable del distrito.	Actividades de concientización pública	2024-25
4. Actualizar y mantener el sitio web externo para los padres, las familias, la comunidad y el personal junto con los materiales impresos del distrito sobre la comunicación del Child Find con la retroalimentación del Comité Consultivo para las Familias de Educación Especial (SEFAC por sus siglas en Ingles).	Fecha de actualización; enlaces de los materiales; respuestas al formulario de opinión	2024-25
1. Garantizar que los administradores de plantel tengan información precisa para compartir con los padres sobre los requisitos de la Ley de Educación para Personas con Discapacidades (IDEA, por sus	Los materiales del *deber de*	2024-25

META 3: Garantizar el cumplimiento de los requisitos de evaluación		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
siglas en inglés), las leyes estatales de educación especial relacionada con el *deber de buscar al niño*, la provisión de una educación pública gratuita y apropiada (FAPE, por sus siglas en inglés) y la asignación de estudiantes con discapacidades en el ambiente menos restrictivo (LRE, por sus siglas en inglés).	*buscar al niño* (*Child Find*) se publican en todas las escuelas y anualmente en el sitio web; Manual del estudiante; Capacitación anual; controles de fidelidad del plantel escolar.	
B. APLICACIÓN DE PROCESOS DE RECOMENDACIÓN Y EVALUACIÓN		
1. Mantener un sistema de seguimiento electrónico para supervisar los plazos y los datos de finalización de las recomendaciones, los consentimientos, las evaluaciones y las juntas de ARD.	Sistema de seguimiento; Manual de evaluación	2024-25
2. Establecer un proceso estructurado para revisar los datos disponibles para el cumplimiento con el fin de identificar acciones para mejorar continuamente la recomendación y el cumplimiento de los plazos estatales y federales.	Sistema de seguimiento; Manual de evaluación	2024-25
3. Consolidate all guidance into an Evaluation Manual that aligns district operating procedures that includes timelines and processes for responses to referral and evaluation requests, consent, evaluation completion, and eligibility determinations and outlines	Manual de evaluación	2024-25

META 3: Garantizar el cumplimiento de los requisitos de evaluación		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
líderes de plantel escolar y el personal de educación especial. a. Convocar un grupo de enfoque interdepartamental una vez al año para examinar y revisar los procedimientos de recomendación y evaluación existentes.		
4. Crear una lista de comprobación de recomendación para el personal de la escuela que describa los componentes de los datos necesarios para completar una evaluación exhaustiva.	Lista de comprobación de recomendación; presencia en el Manual de evaluación y el Manual MTSS	2024-25
C. PERSONAL DE CALIDAD Y DESARROLLO PROFESIONAL PARA LA EVALUACIÓN		
1. Hacer recomendaciones basadas en el examen del estudio de dotación del personal limitado incluido en la auditoría de Stetson y en las recomendaciones de organizaciones profesionales. a. Determinar el número de evaluadores que necesita el distrito en función de las recomendaciones y los recursos disponibles. b. Considerar la posibilidad de aumentar el número de evaluadores de distrito a tiempo completo para reducir la dependencia de evaluadores contratados y virtuales, según proceda. c. Revisar y modificar las descripciones de los puestos de trabajo y/o las expectativas de las funciones de los especialistas en psicología escolar para que se ajusten más a las recomendaciones del modelo nacional de	Análisis de dotación de personal con Estrategia de talento Documentos de ubicación de recursos Evaluación y revisión de descripción de cargo	2025-26

META 3: Garantizar el cumplimiento de los requisitos de evaluación		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
d. relaciones de colaboración y apoyo con el personal escolar y las familias. e. Explorar la viabilidad de y desarrollar un plan para la asignación de evaluadores, incluido el personal de servicios relacionados, a planteles específicos en función de las responsabilidades de los casos previstos, siempre que sea posible. f. Identificar las tareas apropiadas que realizan los evaluadores a tiempo completo que pueden reasignarse a personal contratado y/o administrativo para maximizar la eficiencia en la medida de lo posible.		
2. Capacitar a todo el personal de evaluación y a los miembros pertinentes del equipo de educación especial del distrito sobre los procesos descritos en el Manual de evaluación. a. Identificar las prácticas y los procedimientos relacionados con las tareas de evaluación, los plazos, la documentación y sus funciones y responsabilidades. b. Incorporar las expectativas relativas al seguimiento de los plazos durante las visitas a los planteles.	Fechas de la capacitación; Hoja de asistencia; Manual de evaluación	2024-25

META 4: Establecer normas de alta calidad para la elaboración y aplicación de Programas educativos individualizados (IEP, por sus siglas en inglés)

Estrategias	Pruebas de cumplimiento	Calendario del año escolar/ Año de inicio
A. ESTRUCTURAS DE COMITÉS ARD PARA PROMOVER LA PARTICIPACIÓN DE LAS FAMILIAS		
1. Establecer y capacitar a todos los equipos de liderazgo del plantel escolar y a los maestros (educación general y especial) sobre el proceso que se implementará en cada escuela del distrito para la participación de los padres de familia en los comités de admisión, repaso y retiro (ARD, por sus siglas en inglés). a. Utilizar el módulo de participación de los padres de familia requerido por la orden de TEA para capacitar a todos los directores y personal de instrucción (educación general y especial) y administradores de los planteles sobre las expectativas y estrategias efectivas para comunicarse y trabajar con los padres de familia antes, durante y después de la junta ARD. b. Desarrollar un documento de orientación y reflexión basado en el contenido del Módulo que utilizarán los planteles para establecer uniformidad en todo el distrito. c. Actualizar todos los documentos de orientación sobre educación especial para incluir el proceso de participación de los padres de familia en los comités de ARD.	Recursos y materiales de capacitación	2024-25
2. Impartir formación sobre la utilización del sistema de manejo de documentos digitales del distrito al que acceden los padres de familia para recuperar documentos de educación especial. a. Formar a los coordinadores de casos y a los equipos directivos en la utilización del sistema del portal de padres de familia b. Desarrollar y aplicar un plan de comunicación que informe a los padres de familia sobre los	Plan de comunicación para el aprendizaje profesional y seguimiento	2024-25

META 4: Establecer normas de alta calidad para la elaboración y aplicación de Programas educativos individualizados (IEP, por sus siglas en inglés)		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
métodos para acceder a los documentos de educación especial y su acceso digital. i. Proporcionar información sobre cómo pueden los padres de familia solicitar documentos impresos, cuando sea necesario.		
3. Garantizar en la mayor medida posible que las juntas de ARD y la documentación se proporcionen con prontitud en la lengua materna de la familia y comunicar a todos los coordinadores de casos las herramientas lingüísticas para el español accesibles en el sistema IEP para cumplir con la expectativa de traducción de documentos.	Documentos de orientación, controles en las reuniones de directores y jefes de departamento	2024-25
4. Proporcionar un conjunto de expectativas comunes para el comienzo de cada año y semestre para que los coordinadores de caso se comuniquen con las familias y proporcionen información de contacto relacionada con la divulgación y el apoyo a los padres de familia.	Expectativas y plantilla; Revisión para directores	2024-25
5. Proporcionar oportunidades de aprendizaje para las familias relacionadas con la interpretación del IEP del estudiante y los informes de progreso del IEP.	Marco de aprendizaje para padres de familia	2024-25
6.Realizar una encuesta anual a los padres de familia con estudiantes servidos a través de la educación especial para medir la satisfacción de los padres con los procesos de educación especial establecidos.	Encuesta y comparación con la base de referencia	2024-25
B. DESARROLLO PROFESIONAL DIFERENCIADO PARA EL PERSONAL		

META 4: Establecer normas de alta calidad para la elaboración y aplicación de Programas educativos individualizados (IEP, por sus siglas en inglés)		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
1. Implementar un desarrollo profesional integral para directores escolares, maestros de educación general y especial, evaluadores, patólogos del lenguaje y habla (SLP, por sus siglas en inglés), proveedores de servicios relacionados y proveedores de instrucción en dislexia para mejorar los resultados de los estudiantes con discapacidades. El aprendizaje incluirá información sobre: a. adaptaciones, ajustes y modificaciones b. estrategias de apoyo a los estudiantes bilingües emergentes c. seguimiento de los progresos e informes d. instrucción especialmente diseñada e. planificación y servicios de transición f. una gama completa de servicios g. Declaraciones sobre los niveles actuales de rendimiento académico y funcional (PLAAFP, por sus siglas en inglés) h. Metas y objetivos postsecundarios (para estudiantes mayores de 14 años) i. Los IEP basados en estándares	Material de formación; programas Calendario/ Calendario de módulos	2024-25 Por grupos
2. Mantener una ubicación centralizada en línea de todos los materiales y recursos de capacitación y desarrollo profesional para facilitar el acceso continuo, el refuerzo de las competencias, la capacitación puntual y la incorporación.	Página/enlace designado en el sitio web interno de educación especial enlazado con BLEND/HCP	2024-25 Primavera
C. SUPERVISIÓN DEL DESARROLLO Y LA APLICACIÓN DEL IEP		

META 4: Establecer normas de alta calidad para la elaboración y aplicación de Programas educativos individualizados (IEP, por sus siglas en inglés)

Estrategias	Pruebas de cumplimiento	Calendario del año escolar/ Año de inicio
1. Desarrollar y aplicar un proceso para supervisar la calidad de los IEPs. a. Utilizar un protocolo para medir la calidad de los IEPs, incluida la alineación de los PLAAFP, las metas y los servicios. b. Revisar una muestra de carpetas seleccionadas para comprobar el cumplimiento del IEP. c. Proporcionar capacitación y apoyo a los maestros que no hayan cumplido las normas de desarrollo del IEP.	Rúbrica de revisión externa de TEA (External Desk Review, por su nombre en inglés); resultados de la revisión Procedimientos escritos; Calendario de fechas límite para la revisión de carpetas Evaluaciones de seguimiento	2025-26
1. Desarrollar y aplicar un proceso para supervisar la fidelidad de la aplicación (FOI, por sus siglas en inglés) de los IEPs. a. Utilizar un protocolo para medir la fidelidad de la aplicación (FOI) de los IEPs, incluidas las adaptaciones, las modificaciones, la supervisión de progreso y la elaboración de informes sobre el progreso. b. Llevar a cabo un recorrido presencial para garantizar la aplicación del IEP. c. Proporcionar capacitación y apoyo a los maestros que no cumplan con los requisitos de la FOI.	Protocolo de aplicación; resultados de la revisión Documentos para el recorrido; Calendario de fechas límite para la revisión de carpetas	2025-26

META 4: Establecer normas de alta calidad para la elaboración y aplicación de Programas educativos individualizados (IEP, por sus siglas en inglés)		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
	Evaluaciones de seguimiento	
3. Llevar a cabo recorridos de evaluación en entornos especializados a través de la continuidad de los servicios para los estudiantes con discapacidad para garantizar la aplicación efectiva de las prácticas de alta influencia, tales como: • Instrucción explícita con modelado • Instrucción sistemática con andamiaje • Múltiples oportunidades para practicar y responder • Información inmediata y correctiva • Ritmo adecuado • Utilización de múltiples formatos de agrupamiento (grupo completo, rotación de estaciones/grupo reducido, pares, individual). • Instrucción diferenciada	Documentos del recorrido de aprendizaje completados	2025-26
4. . Implementar sistemas de seguimiento de las adaptaciones previstas en el IEP del estudiante en todos los contextos educativos.	Registros de seguimiento	2025-26
5. Llevar a cabo conferencias anuales de revisión de avance de la educación especial de la primera infancia (ECSE, por sus siglas en inglés) para documentar la consideración del ambiente menos restrictivo (LRE, por sus siglas en inglés) y la continuidad de los servicios para el siguiente ciclo escolar.	Registros de seguimiento	2024-25 Primavera

META 5: Mejorar los resultados estudiantiles y la responsabilidad		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
A. SISTEMAS Y ESTRUCTURAS CENTRADOS EN EL CUMPLIMIENTO DE LAS NORMAS ESTATALES Y FEDERALES		
1. Supervisar, realizar un seguimiento y comunicar datos precisos sobre el cumplimiento de los requisitos de información en materia de educación especial. a. Definir las funciones y responsabilidades para garantizar el cumplimiento dentro de cada área de la educación especial. b. Establecer una tendencia de juntas rutinarias para el cumplimiento. c. Convocar un grupo de enfoque interdepartamental para perfeccionar, revisar y editar la capacitación anual en educación especial haciendo hincapié en los requisitos de supervisión para los administradores escolares, el personal de educación especial, los líderes de la oficina central y los líderes escolares.	Revisión interna de datos; presentación del Plan estatal de desempeño (SPP, por sus siglas en inglés); visualización de datos Notas de las juntas Perfeccionamiento de los materiales de Un vistazo al año (YAG, por sus siglas en inglés), materiales y recursos de capacitación	2024-25
2. Examinar y perfeccionar las estructuras organizativas en la educación especial y la Oficina de instrucción, aprendizaje y liderazgo (OTLL, por sus siglas en inglés) para la alineación y la rendición de cuentas. a. Reunirse al menos cada nueve semanas con los directores ejecutivos de OTLL para supervisar el cumplimiento y los datos de las escuelas asignadas.	Participantes; agenda; sistema de seguimiento del cumplimiento	2024-25

META 5: Mejorar los resultados estudiantiles y la responsabilidad		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
3. Resolver cualquier preocupación sobre el cumplimiento con el proveedor de manejo de documentos de educación especial. a. Tendencia regular de juntas para la monitorización del cumplimiento por la dirección de educación especial b. Juntas trimestrales para discutir el cumplimiento de la escuela – directores ejecutivos (ED, por sus siglas en inglés), liderazgo de educación especial	Calendar; Agendas; Notes; Development progress	2024-25
4. Impartir capacitación anual a los directores en relación con el cumplimiento general de la normativa. a. Crear un programa de capacitación inicial y continua para utilizar el sistema de manejo de documentos de educación especial y cualquier otro programa diseñado para apoyar la instrucción de alta calidad.	Material de capacitación	2025-26
B. RESULTADOS/NORMAS DE CALIDAD: TARJETA DE RESULTADOS OBTENIDOS		
1. Alinear las estructuras de los sistemas y los apoyos para informar sobre el progreso para alcanzar las metas de la tarjeta de resultados y las medidas de mejora, las limitaciones y los resultados estudiantiles, según lo definido, e informar sobre estas medidas de mejora con datos desglosados para los estudiantes con discapacidades. Las siguientes metas se han tomado del Cuadro de mando del distrito en el momento de la presentación del Plan estratégico. Sin embargo, estas serán revisadas y actualizadas en base a las Revisiones de metas y restricciones del Consejo del AISD a través de Lone Star Governance en la primavera de 2024: a. Los estudiantes de 3er grado que alcancen el nivel de su grado en la prueba STAAR de lectura	Documentos de seguimiento cíclico; Documentos de tarjeta de resultados Los datos de inicio se revisarán anualmente y en consonancia con el calendario de monitoreo de las tarjetas de	2024-25

META 5: Mejorar los resultados estudiantiles y la responsabilidad		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
en inglés o español aumentarán de x% en junio de 2021 a 60% en junio de 2026. b. Las disparidades identificadas en las acciones disciplinarias de educación especial registradas en el Sistema de administración de datos de la educación pública (PEIMS, por sus siglas en inglés) disminuirán de 34% en mayo de 2022 a 14% en mayo de 2026. c. El número total de evaluaciones iniciales y reevaluaciones realizadas cumplirá con las metas elaboradas para verano, otoño y primavera hasta diciembre de 2025. d. El número de evaluaciones pendientes será inferior al número establecido por las metas elaboradas para verano, otoño y primavera, y 0 evaluaciones excederán los plazos de evaluación exigidos para diciembre de 2025.	resultados establecido por el Consejo	
C. ALINEACIÓN DE LOS RECURSOS PARA LA SELECCIÓN, CONTRATACIÓN, RETENCIÓN Y APOYO DEL PERSONAL		
1. Completar comparaciones de personal con otros distritos del centro de Texas y distritos de todo el estado para definir estructuras de compensación competitivas para abordar la escasez, específicamente en torno al personal de evaluación, proveedores de servicios del habla y afines, y maestros de educación especial/personal de apoyo.	Datos analizados	2024-25
2. Revisar anualmente los datos para identificar e invertir en mejoras retributivas en función de las necesidades de vacantes, carencias y áreas de difícil dotación.	Información sobre contratación y vacantes	2025-26
3. Desarrollar y perfeccionar las estructuras e invertir en vías con incentivos para áreas que incluyan, entre	Información sobre el programa	2025-26

META 5: Mejorar los resultados estudiantiles y la responsabilidad		
Estrategias	**Pruebas de cumplimiento**	**Calendario del año escolar/ Año de inicio**
otros, planes para que los asistentes de maestros se conviertan en maestros y en evaluadores educativos.		
4. Identificar las estructuras y agencias de contratación para complementar y apoyar la cobertura de las necesidades de vacantes, incluidos los programas de maestros internacionales visitantes y las agencias de contratación para el suministro y reclutamiento.	Comunicación con agencias y programas	2024-25
5. Mantener un presupuesto de contratación robusto para compensar las necesidades de crecimiento y las carencias para sostener el apoyo a las necesidades y servicios de los estudiantes con personal cualificado.	Presupuesto	2024-25
6. Mantener un sistema para gestionar la asignación/distribución de recursos (incluido el personal) en función de las necesidades para garantizar el cumplimiento de la ley IDEA.	Sistema formalizado	2024-25

4. Presentación del plan/Próximas etapas

Un Plan estratégico para la educación especial debe ser entregado a la Agencia de Educación de Texas como parte de la Orden Acordada requerida el 30 de abril de 2024. Dado que el plan debe incorporar estrategias que aborden los hallazgos de la auditoría de Stetson (2024) de cumplimiento y servicios de educación especial que se completó y dio a conocer públicamente el 1 de abril de 2024, el plazo para recibir los comentarios y revisión de la comunidad fue limitado. Además, dado que la auditoría se completó en la primavera de 2024 e incluyó datos recientes y datos resumidos de casi 600 encuestas de padres de familia y múltiples grupos de enfoque, las recomendaciones y la información proporcionadas se alinean con los comentarios sustanciales de múltiples partes interesadas.

Además, el Consejo asesor de familias de educación especial (SEFAC, por sus siglas en inglés), recientemente constituido, recibió el borrador del plan el 11 de abril de 2024, con un protocolo para proporcionar comentarios adicionales para su consideración. Esto incluyó la oportunidad de completar una encuesta de retroalimentación SEFAC y participar en un pequeño grupo de discusión de retroalimentación el 17 de abril de 2024, en una junta SEFAC.

El Plan estratégico proporcionado a la Agencia de Educación de Texas estará respaldado por plazos y medidas de acción internos de los distritos locales para garantizar que las estrategias se pongan en práctica y se logren avances en las metas.

Es importante destacar que el Plan estratégico en su estado actual y los próximos pasos se basan en el aprendizaje crítico y el reconocimiento de años de incumplimiento sistémico y fracasos del Distrito escolar de Austin para cumplir con las promesas de IDEA, como se identifica en el Informe de investigación de TEA, la Orden de TEA y la Auditoría de Stetson.

Con ese reconocimiento del incumplimiento del pasado viene un compromiso audaz para la mejora de nuestro estado futuro y los servicios para todos los estudiantes y, sobre todo, los estudiantes que reciben educación especial en el Austin ISD.

Nuestros próximos pasos e hitos requerirán una inversión colectiva y una asociación mutua entre y a través de todos los miembros del equipo y de la comunidad en el Austin ISD que nos ayudará a realizar verdaderamente una visión para que seamos "*El hogar de Austin para el aprendizaje inclusivo con altas expectativas para todos los niños y altos resultados para cada estudiante.*"

5. Agradecimientos

Gracias al equipo de Educación Especial del AISD, incluyendo a los miembros de SEFAC con los líderes del distrito, padres de familia, maestros, directores y miembros de la comunidad, que contribuyeron al desarrollo de este plan estratégico.

El equipo destaca la importancia crítica de la responsabilidad colectiva, la propiedad compartida y la toma de decisiones basada en los datos para satisfacer las necesidades de nuestros estudiantes. Sus contribuciones informarán enfoques de cumplimiento y mejores prácticas para apoyar las necesidades únicas de los estudiantes del AISD que reciben servicios de educación especial. El distrito reconoce el arduo trabajo, el liderazgo y el compromiso hacia este trabajo que fomenta sistemas y apoyos de alta calidad alineados con el marco legal para todos los estudiantes con discapacidades servidos por nuestro distrito.

Dra. Dru McGovern-Robinett - Superintendente asistente de programas de educación especial

Dra. Cherry Lee - Directora ejecutiva de Instrucción e inclusión

Dra. Jennifer Baker- Directora ejecutiva de cumplimiento, operaciones, informes y evaluaciones

Susanna Cohen- Supervisora administrativa de educación especial

Miembros del Consejo asesor de familias de educación especial

Dr. Mary Ann Maxwell - Assistant Superintendent of Elementary Academics

Dr. Susan Diaz - Assistant Superintendent of Secondary Academics

Dr. Stephanie Hawley - Chief Officer for Organizational Transformation

Kara Schultz - Elementary Principal

Michael Herbin -Secondary Principal

Kristin Mijares-Levy - High School Special Education Teacher

Bobby Quindlen Sandoval - Middle School Special Education Teacher

Elizabeth Mirabal - Elementary Special Education Teacher (Bilingual)

Padres de Familia

Lauren Hoffer

Allyson Mangum

Randi Shade

Stephanie Ferragut

Renee Sanders

LaTisha Anderson

Deborah Trejo

Chris Brodie

Adalberta Marquez

Natalie Johnson

Ricardo Bentin

Miguel Morales

Peggy Kemp

Patricia Benigno Ruiz

Dr. Kathleen Rose

6. Referencias

Evaluación de programa Stetson (The Stetson Program Evaluation) (2022)

Iniciativa estratégica del Austin ISD y plan original (Austin ISD's Strategic Initiative/Original Plan) (2023-2004)

Orden acordada TEA (The TEA Agreed Order) (2023)

La auditoría de Stetson (The Stetson Audit) (2024)

CASE NOS. IR2021-08-001 and IR2023-10-004

IN RE:	§	**BEFORE THE TEXAS EDUCATION AGENCY**
	§	
	§	
AUSTIN INDEPENDENT SCHOOL DISTRICT	§	
	§	**COMMISSIONER OF EDUCATION**
	§	
	§	
CDN # 227-901	§	
	§	**STATE OF TEXAS**

AGREED ORDER

This Agreed Order is entered into as of _____, 2023 (the "Effective Date"), by and among Austin Independent School District (the "LEA" or "Local Educational Agency" or "Austin ISD") and Texas Education Agency ("TEA" or the "Agency"). The LEA and TEA are sometimes referred to collectively herein as the "Parties," and each, at times, as applicable, a "Party."

RECITALS

WHEREAS, Austin ISD is presently the subject of a completed special investigation final report of the TEA Special Investigations Unit (the "Special Investigations Unit" or "SIU") that recommended that the Commissioner of Education install a management team of conservators and require the completion of a 3rd party audit but is pending a final sanction determination by the Commissioner of Education;

WHEREAS, Austin ISD did not dispute the findings of the Final Investigation Report (referenced here and incorporated in full); specifically, the following:

- SIU reviewed 43 investigations by TEA's Office of Special Populations Monitoring (OSPM) from federal fiscal years (FFYs) 2020-2021, 2021-2022, and 2022-2023 based on complaints on behalf of individual students that were submitted directly to TEA. From those 43 investigations, OSPM confirmed that Austin ISD committed 40 violations of special education requirements. Out of the 40 substantiated violations, SIU identified 13 violations regarding the district's failure to meet requirements regarding child find and/or initial evaluations and initial eligibility timelines and 11 violations concerning the implementation of individualized education programs (IEPs).

Based on the findings of fact for Allegation One, TEA determined that Austin ISD has repeatedly failed to meet special education requirements under state and federal statutes, rules, and regulations.

- After OSPM confirmed that Austin ISD was noncompliant with state and federal special education requirements, the district proposed, and TEA accepted, a Corrective Action Plan (CAP), to be executed within one (1) calendar year of the identification of noncompliance. As of October 30, 2021, Austin ISD had not met the one (1) calendar year timeline, and as of the writing of this report, has not been able to fully implement the corrective actions. Although OSPM continuously monitored and supported Austin ISD, the district failed to complete the requirements of the CAP and remains noncompliant. Austin ISD also failed to comply with an additional CAP issued by OSPM that was due October 20, 2022.

WHEREAS, Austin ISD's Board President, Superintendent, and other district leaders participated in an Informal Review meeting with the Commissioner of Education wherein they acknowledged special education deficiencies and governance shortcomings and also acknowledged the benefits of TEA intervention;

WHEREAS, the Parties wish to resolve the matter without further delay;

NOW, THEREFORE, in consideration of the recitals, agreements, and representations, made herein, the receipt and sufficiency of which are hereby acknowledged, the Parties stipulate, covenant, and agree as follows:

THE AGREEMENT

1. Incorporation.

1.1 The recitals set forth above are incorporated herein and made a part of this Agreed Order. The Parties agree that the recitals are materially true and correct.

2. Execution of Agreed Order.

2.1 The Parties agree to execute this Agreed Order on or before September 29, 2023.

3. The Agreed Terms.

3.1 The LEA agrees to the placement of one or more TEA-appointed monitors (otherwise referred to herein as a monitor team) as described by Tex. Educ. Code § 39A.002(6)

and the timely completion of specified corrective actions more fully described below in Paragraph 3.6. The monitor or monitor team may report to TEA findings of fact relating to its review of LEA milestones and compliance with this agreed order.

3.2 In the event a monitor proposes findings of fact and the Commissioner of Education concurs that the LEA has failed to complete any of the corrective actions described in Paragraphs 3.5-3.7 by the timeline described (if applicable), including whether a policy change required under § 3.6(b)(iii) fails to meet the requirements contained in that section, the Parties agree as follows:

(a) with regard to all timelines set forth in Priority 1 to the Appendix attached hereto, the LEA agrees to the placement of one or more TEA-appointed conservator(s) (otherwise known as a management team, if applicable) as described by Tex. Educ. Code § 39A.002(7)-(8) and Tex. Educ. Code § 39A.003. The LEA additionally agrees to comply with any authorized directives of such an appointed conservator or management team. The LEA waives any right to a hearing before the State Office of Administrative Hearings (SOAH) or action in a state or federal court regarding the appointment of a conservator or management team arising under this agreement, the TEA Special Investigation final report referenced above, and any sanctions or interventions derived therefrom.

(b) with regard to all other timelines set forth herein, TEA agrees to provide the LEA with written notice of each such deficiency. The LEA shall have ten (10) days from the date of the notice to cure all deficiencies identified in the notice (the "Cure Period"). If, after the Cure Period, the Commissioner of Education, in his sole discretion, determines that the LEA remains non-compliant, the LEA agrees to the placement of one or more TEA-appointed conservator(s) (otherwise known as a management team, if applicable) as described by Tex. Educ. Code § 39A.002(7)-(8) and Tex. Educ. Code § 39A.003. The LEA additionally agrees to comply with any authorized directives of such an appointed conservator or management team. The LEA waives any right to a hearing before the State Office of Administrative Hearings (SOAH) or action in a state or federal court regarding the appointment of a conservator or management team arising under this agreement, the TEA Special Investigation final report referenced above, or any sanctions or interventions arising therefrom.

3.3 In the event Paragraph 3.2 becomes applicable, the Commissioner of Education shall describe the powers and duties of the conservator or management team in such a way that does not exceed that authority described by Tex. Educ. Code § 39A.003, and TEA shall comply with all other laws relating to the placement of a conservator or management team.

3.4 The Parties agree that TEA's FINDINGS fully described in TEA's Special Investigation Final Report constituted sufficient evidence to sustain the findings that provisions of 34 CFR Ch. 300, Tex. Educ. Code Ch. 29, subch. A, and 19 Tex. Admin. Code Ch. 89 were violated due to ongoing complaints and findings from the TEA's OSPM investigations and the continued systemic noncompliance in special education demonstrating that Austin ISD failed to create and implement effective changes that correct the long-standing noncompliance.

3.5 Based on the findings referenced in Paragraph 3.4, Austin ISD will agree to one or more TEA-appointed monitors to observe and report on board actions and the special education program, to be removed upon the successful completion of the corrective action plan (CAP) set forth in Paragraph 3.6 and when Austin ISD becomes compliant with the Texas Education Code and the applicable provisions of the Code of Federal Regulations, as determined by the Commissioner of Education in his sole discretion.

3.6 In order for Austin ISD to bring itself into compliance with all special education laws and to create the governance and administrative conditions necessary to achieve compliance, TEA requires Austin ISD to complete the following corrective action plan items by the deadlines, if applicable, set out below:

(a) **Special Education Compliance**: Austin ISD will complete all requirements set forth in **Appendix A** hereto in the following priority categories:

(i) satisfy open corrective action plans;

(ii) identify and implement effective practices to correct systemic issues related to compliance with special education requirements;

(iii) improve data management and reporting systems; and

(iv) establish a parent outreach campaign;

(b) **Board Policy and Procedure Updates**:

(i) By October 1, 2023, the board shall engage, at its own expense, a Lone Star Governance (LSG) Coach, who must be approved by TEA and who will coach the board through governance-related requirements designed to create the governance conditions for Austin ISD to come into compliance with special education laws, including the following:

(1) The entire board plus the superintendent will attend the two-day LSG workshop together by no later than October 15, 2023;

(2) The board will engage in quarterly self-evaluations using the LSG Implementation Integrity Instrument, and the board must achieve a Meets Focus score within 2 years of the board completing the LSG workshop in alignment with the LSG Implementation Integrity Instrument; and

(3) In order to maintain its Meets Focus score on the LSG Implementation Integrity Instrument, the board will continue working with the LSG Coach for three consecutive quarters after reaching Meets Focus level;

(ii) The Board will improve its focus on special education compliance and student outcomes for students with special needs by taking the following actions and meeting the following requirements, respectively:

(1) beginning no later than January 2024, the Board must spend at least 50% of the total minutes in Board-authorized public meetings, calculated on rolling three-month time periods,[1] investing in student outcomes, which must include progress monitoring related to special education compliance and student outcomes for students with special needs;

(2) the calculation of time for purposes of subparagraph (1) above shall include open session of regularly scheduled Board meetings, specially called Board meetings, Board committee meetings, and all components of any other Board-authorized public meeting but shall exclude time spent on the public comment, student recognition, pledge, and prayer portions of Board meetings, in closed session at Board meetings, and in statutorily required tax rate and grievance hearings; and

(3) at the first Board-authorized public meeting each month, the Board will publicly report, by reading into the record: (a)

[1] For purposes of conducting the calculations in this subparagraph, "rolling three-month time period" shall include any grouping of three consecutive months (e.g., January/February/March, February/March/April, March/April/May, etc.).

the percentage of time invested in student outcomes during the prior three-month time period, as calculated in subparagraph (2) above; and (b) the total time spent in closed session during the prior month;

(iii) In order to create the governance conditions necessary for the Superintendent to have the flexibility and decision-making authority necessary for Austin ISD to expeditiously achieve compliance with special education laws, the Board will, no later than December 31, 2023, amend its policies and procedures to reflect governance best practices, including but not limited to the following:

(1) adopt board operating procedures that contain best governance practices, codify such procedures in BE (local), and post the adopted procedures on the district's website;

(2) revise DC (local) to provide the Superintendent with exclusive hiring authority on all district staff except for the internal auditor and remove prior notice requirements in said policy, including with regard to campus principals;

(3) revise CH (local) such that board approval is required for contracts related to special education only when the duration of such contracts is three years or longer or the amount of the contract exceeds $500,000, and to remove the requirement to inform the board of the renewal of such contracts;

(4) revise BP (local) to ensure administrative regulations related to special education are not subject board review, board approval, or publication in the Board Policy Manual unless required by law;

(5) revise DFBB (local) to add "failure to comply with special education requirements" as a reason for non-renewal;

(6) revise DGB (local) such that consultation shall not be required related to special education issues unless required by law;

(7) revise DGBA (local) to reflect best practices regarding the role of management versus the governing body in order to ensure administrative progress in special education; and

(8) revise DN (local), DNA (local), and DNB (local) to require that special education criteria relevant to employee job responsibilities be added to teacher and principal personnel evaluations; and

(iv) With regard to the above-referenced policies revised in accordance with this order, the Board will not make substantial changes to revert to prior policy language for five years from the date of this Agreed Order or from the date the policy changes have been approved.

3.7 Additionally, the LEA agrees to procure, at its own expense, an external audit, as authorized by TEC § 39A.902. The external audit must consist of a full and comprehensive evaluation of the LEA's special education program and related services, including, but not limited to, compliance with federal and state statutes, rules, and regulations related to special education; internal controls; governance issues; and any additional factors that are relevant to the LEA's implementation of special education services. The LEA agrees to fully cooperate with TEA requests for information and interviews regarding this external audit.

3.8 The agency may choose, at its sole discretion, to provide for an extension of a stated timeline, if the district has made a good-faith effort to communicate with the agency regarding the preparation and production of the required responsive documentation.

3.9 Any Agency decision to not proceed with an enforcement action for an individual timeline requirement does not invalidate the Agency's ability to enforce strict timeline requirements at a future date. Any such extension does not invalidate the Agency's ability to enforce the appointment of a conservator or management team at a future date.

3.10 The Parties agree and stipulate that upon the appointment of one or more monitors that the Agency shall have fulfilled all requirements under the Texas Education Code, Texas Administrative Code, and any other relevant law or rule, as it relates to the appointment of the monitor or team of monitors.

3.11 In the event Paragraph 3.2 becomes applicable, the Parties agree and stipulate that upon the appointment of a conservator or management team that the Agency shall have fulfilled

all requirements under the Texas Education Code, Texas Administrative Code, and any other relevant law or rule, as it relates to the appointment of the conservator or management team.

3.12 In the event Paragraph 3.2 becomes applicable, the Parties agree that, when calculating the date of the placement of a conservator or management team, the date the conservator or management team is placed shall be the date the Commissioner issues an enforcement letter ordering the placement of the conservator or management team.

3.13 If the appointment of a monitor team or a conservator (if applicable) is found to be legally invalid for any reason, then this Agreement shall have no further legal effect, and TEA shall retain the right to re-initiate the review and assign any sanction or intervention legally available to the Commissioner of Education at the time the monitor team or conservator appointment is found invalid, subject to any procedural rights available to the LEA at that time.

3.14 The Parties agree that attorneys' fees, costs, and expenses that have been incurred will be paid by the Party incurring the same.

[***SIGNATURE PAGE FOLLOWS***]

WE, MATIAS SEGURA, SUPERINTENDENT AND ARATI SINGH, BOARD PRESIDENT, HAVE READ AND UNDERSTAND THE FOREGOING. WE UNDERSTAND THAT BY SIGNING THIS STIPULATED AGREEMENT, THE LEA WAIVES CERTAIN RIGHTS. WE SIGN IT VOLUNTARILY, WILLINGLY, AND KNOWINGLY ON BEHALF OF AUSTIN INDEPENDENT SCHOOL DISTRICT. WE UNDERSTAND THERE IS NO OTHER AGREEMENT OF ANY KIND, VERBAL, WRITTEN OR OTHERWISE.

SIGNED this _____day of _____, 2023

_____
Matias Segura
Superintendent of Austin ISD

SIGNED this _____day of _____, 2023

_____
Arati Singh
Board President of Austin ISD

ORDERED this _____day of _____, 2023

_____
Mike Morath
In his official capacity of Commissioner of Education and as legal representative of the Texas Education Agency

APPENDIX A

Priority I: Satisfy open corrective action plans (CAPs)

Austin ISD will satisfy each open Special Education CAPs initiated by TEA on or between October 15, 2020, and June 30, 2023, by the dates listed below.

(A) By October 31, 2023, Austin ISD agrees to satisfy all requirements of the original CAP for Complaint 20216617. This requires AISD to:

1. Complete all outstanding evaluations in which parental consent for evaluation was obtained prior to the 2022-2023 school year (SY).

   By October 31, 2023, using a template provided by TEA, Austin ISD will demonstrate that it has completed evaluations and eligibility determinations for the 111 untimely evaluations in which parental consent for evaluation was obtained prior to the 2022-2023 school year and remained outstanding as shown in Austin ISD's May 2023 monthly report to TEA. (34 CFR §§300.301, 300.306; Texas Education Code (TEC) §29.004, and 19 TAC §89.1011).

2. Complete compensatory education determinations for eligible students with disabilities who had delayed evaluations and were determined eligible for special education services.

   By October 31, 2023, using a template provided by TEA, Austin ISD will demonstrate that it made compensatory education determinations for all students with disabilities whose evaluations were delayed on or between July 1, 2019 and June 30, 2022 and who were later determined eligible for special education and related services. (34 CFR §300.101).

(B) By January 31, 2024, Austin ISD agrees to complete the outstanding 1,159 evaluation, eligibility, and compensatory education determinations for referred evaluations in which parental consent for evaluation was obtained during the 2022-2023 school year.

1. By October 31, 2023, using a template provided by TEA, Austin ISD will demonstrate that it has completed of all evaluations in which parental consent for evaluation was obtained on or between June 30, 2022, and December 31, 2022 (34 CFR §§300.301, 300.306; T EC §29.004 and 19 TAC §89.1011).

2. By December 31, 2023, using a template provided by TEA, Austin ISD will demonstrate that it has completed of all evaluations in which parental consent was obtained on or between January 1, 2023 and June 30, 2023 (34 CFR §§300.301, 300.306; TEC §29.004 and 19 TAC §89.1011).

3. By January 31, 2024, using a template provided by TEA, Austin ISD will demonstrate that it ensured that compensatory education determinations have been

made for all students described in B1 and B2 above who have been determined eligible for special education and related services. (34 CFR §300.101).

(C) Beginning October 1, 2023, Austin ISD agrees to submit monthly reports to the TEA director of special education complaints regarding the 14 CAPs initiated on or between November 2, 2022, and June 21, 2023. Reports will be based on parameters set by TEA to show that Austin ISD is conducting accurate tracking, reporting, and monitoring of identified noncompliance to ensure that the requirements for each CAP are satisfied as soon as possible but no later than one year from TEA's identification of noncompliance. (34 CFR §300.600(e))

TEA Special Education Complaint ID	Deadline for Satisfying CAP
20117	11/01/2023
20170	11/01/2023
20241	11/08/2023
20731	01/05/2024
21070	02/23/2024
21072	02/10/2024
21188	02/24/2024
21128	03/06/2024
21487	03/08/2024
21286	05/11/2024
21806	05/19/2024
21975	05/19/2024
22140	06/21/2024
22159	06/21/2024

(D) Austin ISD agrees to satisfy the requirements for the CAP regarding the existing continued non-compliance for SPP11 timely evaluations issued in the 2021-2022 school year. Austin ISD will increase compliance with Federally Required Element 1: State Performance Plan (SPP) Compliance Indicators annually by decreasing the performance level (PL) scoring follows:

1. For the 2023-2024 school year, Austin ISD will achieve a PL 2 for FRE1

2. For the 2024-2025 school year, Austin ISD will achieve a PL 1 for FRE1

3. For the 2025-2026 school year, Austin ISD will achieve a PL 0 for FRE1

Until Austin ISD achieves PL 0 for Federally Required Element 1 (FRE1) the district will be considered noncompliant with any elements below 100%.

Priority II: Identify and implement effective practices to correct systemic issues related to compliance with special education requirements.

Austin ISD will develop and implement an operational strategic plan to address systemic issues related to compliance with special education requirements, designed to improve data

integrity, compliance data tracking, IEP progress monitoring, IEP implementation and staff training (CFR §300.111, 34 CFR §§300.300-311, TEC §29.004 and 19 TAC §89.1011.).

(A) By April 30, 2024, Austin ISD will develop a strategic plan utilizing a third-party audit. Austin ISD affirms that a contractor for the third-party audit is currently being selected through a request for proposal process. At a minimum the strategic plan must:

1. Identify the causes for the ongoing noncompliance with federal and state special education requirements related to child find, evaluation, and eligibility determinations.

2. Identify solutions, establish practices, and training requirements for administrators and evaluators that are designed to promote districtwide compliance with special education evaluation and eligibility determination requirements.

3. Identify solutions and establish training requirements to support teachers and related service personnel that are designed to promote districtwide compliance with IEP development and implementation.

4. Identify processes for data collection of student performance and for progress monitoring.

5. Establish goals for Austin ISD to come into compliance with IDEA, and meet the recommendations set in the strategic plan

6. Identify the implementation timelines for goal completion, and the procedure to monitor progress toward completion of the goals

7. Establish a reporting structure within district special education leadership with accountabilities to the goals and implementation plan

8. Report quarterly progress updates on the goals and strategic plan to the Austin ISD Board of Trustees

(B) By June 30, 2024, Austin ISD agrees to produce a publicly available report on the state of special education in Austin ISD and the strategic plan. The report will be created based on the third-party audit and the previously obtained by Stetson Special Education Report. The report will establish clear expectations for how Austin ISD will implement federal and state special education requirements and develop an accurate and compliant operating system in order to increase outcomes for students with disabilities.

Action items and evidence:

- *Published Strategic Plan*
- *Completion of the report*
- *Established goals and implementation timelines*
- *Defined data collection processes for performance and progress monitoring of goals*
- *Defined special education leadership positions with set accountabilities to the plan and goals*
- *Established progress reporting on the implementation of the plan and goals to the board and TEA*

(C) During the 2023-2024 school year and by the deadlines listed below, Austin ISD will ensure that the district's administration and school staff are knowledgeable about and experienced in implementing effective programs for students with disabilities. Austin ISD will provide evidence that campus leaders and teachers communicate accurate information to parents regarding the requirements of the Individuals with Disabilities Education Act (IDEA) and state special education law related to child find, special education eligibility, the provision of a free appropriate public education (FAPE), and placement of students with disabilities in the least restrictive environment (LRE). Austin ISD will demonstrate compliance with all federal and state laws, regulations and rules in IDEA, Part B, the Texas Education Coe, and the Texas Administrative Code that relate to special education child find, eligibility, and placement.

1. By December 1, 2023, Austin ISD will train all campus administrators in ARD Committee Manager Training.

2. By January 1, 2024, Austin ISD will train the district's campus principals, general education teachers, special education teachers and evaluation staff using, but not limited to, the following TEA guidance documents: TEA Child find and Supports for Special Education Referrals, and the IRIS Center modules on Accommodations: Instructional and Testing supports, Family Engagement and Pre-Referral.

3. By May 31, 2024, Austin ISD will train the district's campus principals and leadership teams on How Administrators Can Support the Development and Implementation of High-Quality IEPs using, but not limited to, the TEA and IRIS Center guidance documents referenced in (B)(2) above.

4. By January 31 2024, Austin ISD will train all district instructional and related services staff on federal and state special education statutes, policies, and regulations regarding the education of students with disabilities using, but not limited to, the TEA Legal Framework, and PRN IDEA 2004 training modules.

5. Before the first day of school for the 2024-2025 SY, Austin ISD will train all special education evaluators and related services personnel on federal and state statutes, policies, and requirements related to child find, full and individual initial evaluations (FIIE), and determining initial eligibility for special education services. In addition, Austin ISD will ensure that all special education evaluators and related service personnel have completed ARD Committee Manager Training.

6. By May 31, 2024, Austin ISD will establish and train all campus leadership teams and teachers on the process that will be implemented on every district campus for parent participation on admission, dismissal, and review (ARD) committees, utilizing, but not limited to, the IRIS Center materials referenced in (B)(2) above, and the SPEDTex family Engagement tool kit. The process, if not already in place by May 31, 2024, will be implanted beginning with the 2024-2025 school year.

7. By May 31, 2024, Austin ISD will develop a districtwide special education evaluation manual outlining responsibilities, processes, timelines and accountabilities for evaluators, campus leaders, and special education staff that meets federal and state special education requirements and is based on but not limited to the information in the above referenced TEA Learn modules, TEA Legal Framework, SPEDTex and IRIS Center resources.

In the event, Austin ISD has existing training materials that satisfy the requirements specified above in C1-C7 or develops training material based on the materials cited above, the district will be required to submit those materials to TEA for review and approval prior to implementation. Additionally, Austin ISD will incorporate trainings identified within the order into district professional development calendars, onboarding, and training plans for future school years beyond 2024-2025.

Action Items and evidence:

- *Evaluation Manual and Procedures*
- *Revised Special Education Policies and Procedures*
- *Professional Development Plans and Training Logs*
- *Procedures for parental participation in the ARD and process for monitoring*
- *Procedures for parent follow-up and verification on participation and communication*

(D) During the 2024-2025 school year and by the deadlines listed below, Austin ISD will establish expectations for special education service delivery and data management infrastructures for program planning and staff decisions to improve outcomes for students with disabilities by completing the following:

1. By January 31, 2024, Austin ISD district leadership in the areas of special education and of curriculum and instruction will complete Multi-Tiered System of Supports (MTSS) training in the Tiered Interventions using Evidenced-based Research (TIER) Leadership Module.

2. Following the timeline detailed below, Austin ISD will use the material from the trainings identified in C1 to develop a TEA-approved districtwide MTSS program. The program will consist of a district MTSS manual, and include the processes for systemwide progress monitoring, including training for all special education and

general education teachers, special education providers, and campus leadership teams.

3. By March 1, 2024, Austin ISD will submit the manual to the TEA Executive Director of General Supervision and Monitoring for review.

    a. TEA will either approve the MTSS manual or identify needed revisions, clarifications, or corrections. If revisions, clarifications or corrections are required, by May 31, 2024, Austin ISD will respond to the Executive Director of General Supervision and Monitoring with the revisions, clarifications, or modifications.

    b. TEA will either approve the MTSS manual or provide required edits to Austin ISD that must be provided to the TEA Executive Director of General Supervision by July 15, 2024.

    c. Upon review of those edits TEA will either provide final approval of the manual or schedule a conference with Austin ISD leadership to ensure the manual is complete and approved by September 15, 2024.

4. By January 31, 2024, Austin ISD district level leadership in the areas of special education and of curriculum and instruction will complete TIER courses, in order to use training content to build a district MTSS Manual:

    a. Overview of Multi-Tiered System of Supports (MTSS)
    b. Supports for Special Education Referrals
    c. Creating the Instructional Program
    d. Creating an Assessment Plan
    e. Developing and Using an MTSS Problem-Solving Team
    f. Ongoing Professional Development and Support (MTSS)
    g. MTSS: Relationship With Other Programs
    h. Your MTSS Plan
    i. Decision Making (*coming soon*)

5. By June 30, 2024 for all returning staff and May 31, 2025 for all new staff hired for the 24-25 SY, Austin ISD will ensure that campus leadership have completed the following TIER Courses:

a. Overview of Multi-Tiered System of Supports (MTSS)
b. Supports for Special Education Referrals
c. Creating the Instructional Program
d. Creating an Assessment Plan
e. Developing and Using an MTSS Problem-Solving Team
f. Ongoing Professional Development and Support (MTSS)
g. MTSS: Relationship With Other Programs
h. Your MTSS Plan
i. Decision Making (*coming soon*)

6. By September 30, 2024 for all returning staff and May 31, 2025 for all new staff hired for the 24-25 SY, Austin ISD will ensure that all teachers have completed the following TIER Courses:

a. Overview of Multi-Tiered System of Supports (MTSS)
b. Roles and Responsibilities Within a Problem-Solving Team
c. Data-Based Individualization within MTSS
d. Student-Centered Approaches
e. Examples of MTSS Implementation
f. Supports for Special Education Referrals
g. Decision Making (*coming soon*)

Austin ISD will incorporate all trainings defined above in items D1-D6 into district professional development calendars, onboarding, and training plans for future school years beyond the 2024-2025 SY.

Action Items and evidence:

- *District professional development plan and calendar to ensure all staff are trained in MTSS program*
- *Training materials and logs*
- *MTSS manual that:*
  - *meets standards outlined in the TIER Your MTSS Plan training and its accompanying handouts*
  - *reflects staff expectations for carrying out quality MTSS interventions, progress monitoring as outlined in the TIER Creating the Instructional Program. training.*
  - *meets the Fidelity of Implementation (FOI) in the Multi-tiered System of Supports (MTSS) Fidelity of Implementation Rubric (Updated March*

2021) by scoring a 5 for 80% of all components and no components scored at a 1
    - *includes progress monitoring tools, district to campus and campus to classroom walk through protocols to assess FOI*
    - *demonstrates alignment of how MTSS practices support special education referrals as outlined in the TIER Supports for Special Education Referrals training.*
- *TEA will use the AIRS FOI and content from assigned TIER training to evaluate the effectiveness of the submission.*

7. Austin ISD agrees to begin dissemination of the TEA-approved manual upon its final approval by TEA. By October 1, 2024, Austin ISD will provide assurance to the TEA Executive Director of General Supervision and Monitoring that it has disseminated the district's MTSS manual referenced in subsection C2 above to all district and campus leadership teams and teachers.

8. Beginning with the 2024-2025 school year, Austin ISD will implement the TEA approved MTSS program and demonstrate monitoring of implementation through developing and completing the following:

    a. Beginning August 2024, Austin ISD will maintain evidence of the establishment of MTSS problem-solving teams as defined by TIER in the Developing and Using an MTSS Problem-Solving Team.

    b. By August 1, 2024, Austin ISD will develop and train campus leadership teams on completing progress monitoring reports and campus/classroom walk-through protocols

    c. By September 1, 2024, Austin ISD will develop training for all teachers on the new progress monitoring tools and classroom walk-through protocols

    d. By October 1, 2024, Austin ISD will have a series of scheduled ongoing PD sessions for teachers and coaching protocols established for campus leadership teams based on progress monitoring and walk-through protocols

    e. By October 1, 2024, Austin ISD will develop conference tools and protocols for district leaders to use when calibrating and conducting inter-rater reliability campus and classroom walkthroughs with campus leaders

    f. On October 31, 2024, and again on March 31, 2025, Austin ISD will submit the following data with the MTSS Progress Reports to TEA:

        - Student universal screening data reports for all elementary campuses in reading and math. These reports must show the percentage of students identified for Tier 2 and Tier 3 intervention.

- Intervention entry and exit criteria.

g. By November 1, 2024, Austin ISD district leadership will initiate calibration visits on progress monitoring and campus/classroom walk-throughs using the conference tools and protocols developed to establish inter-rater reliability measures

h. By December 31, 2024, Austin ISD will submit training logs for all campus leadership teams and teachers

i. By December 31, 2024, all campus teachers will have had one walk-through conducted by a campus or district leadership team member.

j. By December 31, 2024, all campus leaders will have had a campus walk-through conducted by district level leadership.

k. By January 31, 2025, Austin ISD will define requirements based on calibration and validation efforts that will identify the teachers and campus leaders who need to attend coaching sessions and professional development sessions

l. By February 15, 2025, Austin ISD will publish opportunities for coaching and professional development sessions available for teachers and campus leaders related to walk-through performance.

m. By February 15, 2025, Austin ISD will notify teachers and campus leaders determined to need coaching sessions or professional development following initial walkthrough reviews.

n. By May 31, 2025, Austin ISD will conduct at least two follow-up reviews on any campus/classroom or with any campus leader who has been assigned additional coaching or professional development based on prior performance on the progress monitoring or walk-through protocols.

o. By May 31, 2025, Austin ISD will establish and implement high quality special education instruction and intervention models at all campuses. This requirement is designed to address training and professional development on instruction and interventions for effective IEP development and implementation to increase access to and improved outcomes for students with disabilities.

p. By June 30, 2025, Austin ISD will produce and submit a report to TEA and the Austin ISD Board of Trustees detailing the outcomes of the campus/classroom walk-throughs and progress monitoring efforts. This report will include reporting performance by campus, level of instruction elementary, middle school, high school, numbers of teachers and staff

referred for professional development and coaching, results of monitoring and walk-throughs post coaching, and outcomes of calibration efforts.

q. By June 30, 2025, Austin ISD will submit to the TEA executive Director of General Supervision and Monitoring evidence of routine monitoring of students coded 01 in the PEIMS data element INTERVENTION-STRATEGY-INDICATOR-CODE.

Action items and evidence:

- *MTSS screening reports*
- *Maintenance of evidence in alignment with TIER Developing and Using an MTSS Problem Solving Team*
- *Evidence of routine progress reports using 01 in the PEIMS data element*
- *Campus and classroom walk-through outcomes report*
- *Evidence of campus and classroom walk-throughs*
- *Evidence of campus and classroom calibration visits*
- *Evidence of criteria for coaching and PD*
- *Schedule of available coaching and ongoing PD based on walk-throughs and MTSS*
- *Evidence of assignment of teachers and leadership staff to additional coaching and PD*
- *Evidence of follow-up verification walk-throughs*
- *Training logs for professional development provided on instruction and interventions for effective IEP development and implementation to increase access and improved outcomes for students with disabilities.*

9. By May 31, 2025, Austin ISD will establish continuum of service models on providing a free and appropriate public education (FAPE) to students with disabilities in the least restrictive environment (LRE).

10. By May 31, 2025, Austin ISD will train all teaching staff on services provided across the district to students with disabilities ensuring the provision of rigorous instruction regardless of instructional setting.

11. By May 31, 2025, Austin ISD will establish a system to manage the allocation/distribution of resources (including staff) based on need to ensure compliance with IDEA.

Action items and evidence

- *Continuum of services map identifying the LRE service models available at each campus and feeder patterns when students cannot be served at their home campuses*
- *Evidence of training for all teaching staff*
- *District protocols and policies for assigning resources to campuses, setting caseloads, determining capacity needs and the deployment of resources based on needs*
- *Regularly scheduled progress monitoring of IEPs to determine quality of IEP development (log dates and outcomes of monitoring)*

12. Austin ISD will ensure the development of compliant IEPs in accordance with federal and state requirements by completing the following by September 30, 2024 for all returning staff and May 31, 2025 for all new staff hired for the 24-25 SY:

    a. Train all special education facilitators, coordinators, providers, and evaluators on:

        i. A Step toward IEP Quality and Rigor;

        ii. Standards-based Individualized Education Program (IEP) Process Training; and

        iii. Developing High-Quality Individualized IEPs ;

    b. Develop a calendar of ongoing professional development modules

    c. Implement a monitoring process to check IEP quality and fidelity of implementation (FOI); and

    d. Establish coaching and supports for teachers who have not meet IEP development or FOI requirements.

In the event, Austin ISD has existing training materials that satisfy the requirements specified above in D12 or develops training material based on the materials cited above, the district will be required to submit those materials to TEA for review and approval prior to implementation. Additionally, Austin ISD will incorporate trainings identified within the order into district professional development calendars, onboarding, and training plans for future school years beyond 2024-2025.

Action items and evidence:

- *Training logs and materials*
- *Professional development calendar and development of modulus*
- *Monitoring process protocols, schedules, and guidance for completing FOI checks*
- *Cadence of regularly scheduled progress monitoring of IEPs to determine quality (log dates and outcomes of monitoring)*
- *Process for identifying teachers failing to meet FOI requirements*
- *Training and support system for teachers failing to meet FOI requirements*
- *Follow-up assessments and monitoring procedures for teachers failing to meet FOI requirements*

(E) By August 1, 2025, Austin ISD will ensure that access to quality academic instruction will be available to all students with disabilities, by the start of the 2025-2026 school year.

1. By August 1, 2024, Austin ISD will ensure that the district's inclusive practices, instructional planning, guidance on inclusion, and implementation of inclusion education services align with TEA Guidance on Inclusion and Specially Designed Instruction.

2. By August 1, 2024, Austin ISD will develop and implement a districtwide Special Education Professional Development and Training plan differentiated based on role and/or teaching assignment approved by TEA. The plan must address, at minimum, child find, FAPE, specially designed instruction (SDI), IEP development, progress monitoring, and IEP implementation.

3. By the first day of school for the 2024-2025 SY for all returning staff and May 31, 2025 for all new staff hired for the 24-25 SY, Austin ISD will ensure all district instructional staff are offered the following training modules on knowledge of research, evidence-based practices for students with disabilities and data-based decision-making and will require that all district instructional staff complete the following modules:

    a. Differentiated Instruction;

    b. Cultural and Linguistic Differences;

    c. Universal Design for Learning; and

    d. HQIM Instructional supports and accommodations.

In the event, Austin ISD has existing training materials that satisfy the requirements specified above in E3 or develops training material based on the materials cited above, the district will be required to submit those materials to TEA for review and approval prior to implementation. Additionally, Austin ISD will incorporate trainings identified within the

order into district professional development calendars, onboarding, and training plans for future school years beyond 2024-2025.

Action items and evidence:

- *Austin ISD will submit documents regarding the following as evidence:*
  - *Training logs and materials*
  - *PD calendar*
  - *Monitoring process protocols, schedules, and guidance for completing FOI checks on training*
  - *Cadence of regularly scheduled progress monitoring of IEPs to determine quality (log dates and outcomes of monitoring)*
  - *Process for identifying teachers failing to meet FOI*
  - *Training and support system for teachers failing to meet FOI requirements*
  - *Follow-up assessments and monitoring procedures for teachers failing to meet FOI requirements*

4. By August 1, 2025, Austin ISD will integrate knowledge of research and evidence-based practices for students with disabilities into the teacher and principal evaluation and appraisal systems and provide the following supports:

   a. Job-embedded coaching for teacher, instructional coaches, and campus leadership teams;

   b. Exemplar lessons and activities for teachers to model;

   c. Defined observation protocols and criteria based on district established systems for special education and MTSS that principals can use to assess teachers;

   d. Communities of practice for teachers and instructional coaches;

   e. Opportunities for co-planning between general education and special education teachers at the campus and district level; and

   f. Ongoing professional development to support continuous improvement at all levels, campus leadership, instructional coaches, general education and special education teachers.

5. By August 1, 2024, Austin ISD will ensure that student progress in classrooms and with IEP goals are reported accurately in accordance with the student's IEP and distributed to the students' parent/guardian in a timely manner.

Action items and evidence:

- *Student progress reports and performance data reports issued to parents/guardians timely*
- *Austin ISD will demonstrate implementation of quality academic instruction for all students with disabilities for two consecutive school years (25-26 and 26-27) unless implemented earlier.*

<u>Priority III</u>: Improve Data Management and Reporting Systems

Austin ISD will establish accurate systems to facilitate reporting on the district's progress in meeting federal and state special education requirements and its implementation of the terms of this Agreed Order to the board of trustees, families, community stakeholders, and TEA.

(A) Beginning August 1, 2024, and monthly thereafter, Austin ISD will demonstrate that it conducts districtwide monitoring of special education compliance through the use of an accurate tracking and reporting system regarding students served by special education. The tracking and reporting system will include:

- student ID
- campus location
- case manager/lead evaluator
- date consent obtained
- initial evaluation due date (SPP11-A)
- date initial evaluation completed
- date eligibility determination is due (SPP11-B)
- date eligibility determined
- documented related services
- when evaluations and/or eligibility determinations are not completed timely, documented compensatory education considerations and determinations
- IEE request and completion dates
- Triennial re-evaluation data and completion dates, due dates for additional data

(B) Beginning October 1, 2024, Austin ISD agrees to submit a detailed monthly report of this data to TEA and that it will concurrently submit a summary report (redacted of all personally identifiable student information) to the Austin ISD Board of Trustees and meets the following requirements:

- Reporting that can aggregate:
  - Number of referrals, days for completion
  - Number of DNQ, Number of students with disabilities
  - Number of students per disability type
  - Number of students by LRE code
  - Number of IEP minutes
  - Number of students with LPAC accommodations
  - Student data by SPP indicators.

- All reports must provide data per campus as well as districtwide and provide data in different time windows (monthly, quarterly, semester, school year).

Priority IV: Establish a Parent Outreach Campaign

Austin ISD will establish and develop parent and family accessible materials. The materials will be uploaded onto a parent website and made available in multiple languages. Austin ISD will establish a parent advisory group and implement ongoing practices for gathering parental feedback.

(A) By December 31, 2023, Austin ISD will provide evidence of the development and implementation of parent information outreach materials that inform parents of their rights and options under IDEA related to special education evaluations and eligibility determinations, timelines that Austin ISD is required to follow for evaluations and eligibility determinations, and compensatory services that may be needed as a result of untimely evaluations and eligibility determinations. The materials must also specifically address the IDEA regulation pertaining to obtaining an Independent Educational Evaluation (IEE). (34 CFR §§300.111, 300.300-300.311, and 300.502; TEC §29.004, and 19 TAC §89.1011). The materials must include contact information for TEA SPEDTex. The parent outreach campaign will include the following:

1. By October 15, 2023, Austin ISD will establish a centralized district-level communication contact for child find concerns and questions.

2. By November 30, 2023, Austin ISD will review and revise all parent facing materials produced by Austin ISD that pertain to evaluations and eligibility determinations under IDEA, delayed evaluations and eligibility determinations, compensatory service determinations, and IEEs, including but not limited to the materials referenced in (A) above to ensure that the materials accurately reflect federal and state special education requirements.

3. By November 30, 2023, Austin ISD will produce outreach materials for families on child find, requesting evaluations, and the procedural safeguards available to a parent when a school district has fails to conduct a timely special education evaluation or has denies a parental request for a special education evaluation.

4. By November 30, 2023, Austin ISD will have a specific website to host the following information for parents and families: all handbooks, parent-facing materials, and resources referenced in (A) and all of its subsections;

5. By November 30, 2023, Austin ISD will establish a process to gather parent feedback regarding Austin ISD's creation and dissemination of the materials detailed in **(A) and all of its subsections,**

6. By December 15, 2023, Austin ISD will **establish child find awareness activities to include parent information sessions, videos, the outreach materials referenced above, and FAQs on child find.**

7. By December 31, 2023, Austin ISD will establish a new parent advisory group to meet quarterly, consisting of at least 15 parents/guardians of students served in special education throughout the district and who have not previously served on a district special education advisory group or committee during the preceding three years. The advisory group shall replace all currently existing special education advisory groups or committees. The advisory group must be facilitated and attended by district leadership in the areas of curriculum and special education.

   a. By November 1, 2023, Austin ISD will establish a panel of district leadership in special education as well as a representative from the superintendent's cabinet and the assigned TEA monitor to review applications and nominations for the parent advisory group.

   b. By November 15, 2023, the parent advisory group review panel will establish membership criteria, an application, and a nomination process consistent with all requirements herein.

   c. By December 1, 2023, Austin ISD will publish recruitment materials including the application and nomination process.

      i. Materials must be accessible in multiple languages, written in language understandable by the general public, and where appropriate meet 508 accessibility standards.

   d. By January 15, 2024, Austin ISD will provide the TEA Executive Director of General Supervision and Monitoring the members it has selected for the parent advisory group, criteria for selection, and qualifications for review.

   e. By February 15, 2024, for each member of the parent advisory group who has consented in writing to having his or her name published, Austin ISD will publish on the special education website and share with the school board the parent advisory group members' names.

   f. By March 15, 2024, Austin ISD will conduct the first parent advisory group meeting

   g. Beginning within five business days following the first meeting, and within five business days of each quarterly meeting thereafter, Austin ISD will publish the meeting agenda, minutes and recommendations proposed by a majority the members of the parent advisory group

Action items and evidence:

- *Website, revised materials, and newly developed materials available in multiple languages and 508 accessible*
- *Parent surveys*
- *Advisory group established, members approved by monitor/conservator*
- *Advisory group feedback documented, agendas, minutes, recommendations posted*
- *Child find awareness materials provided to campuses*
- *Evidence of campus information sessions, and dissemination of child find awareness activities*
- *Family engagement reports to TEA and the Board*

Austin ISD Operating Procedures for Students with Disabilities

Austin Independent School District (Austin ISD) Board Policy along with these *Special Education Operating Procedures* (Operating Procedures) constitute the policies and procedures of Austin ISD, designed to be consistent with the State policies and procedures developed pursuant to the Individuals with Disabilities Education Improvement Act (IDEA).

The purpose of this manual is to clarify and support local district policy, State Board of Education and Commissioner's Rules for Special Education Services, and IDEA. These Operating Procedures are not intended to create a requirement that is not otherwise imposed by IDEA, together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA.

In this guide, each section provides what is required by law, what Austin ISD does for that targeted area, and additional resources and supports within that area.

These Operating Procedures will be posted on Austin ISD's website. Austin ISD's Operating Procedures are reviewed and updated, as needed, on at least an annual basis. Austin ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring Austin ISD into compliance with the requirements of IDEA. Austin ISD will utilize an ongoing appointed committee that will review these documents at least quarterly to ensure it is up to date with current legislation, procedures, and best practices.

Austin ISD maintains systems in place to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. Austin ISD maintains systems to ensure that all students with disabilities and their parent* are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

**Note: Throughout the Operating Procedures, the term "parent" is used as a collective term to mean a biological or adoptive parent, a guardian generally authorized to act as the student's parent or who is authorized to make educational decisions for the student, an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare, or a surrogate parent who has been appointed as such. Under IDEA, parental rights transfer from the parent to the adult student on the day the student turns 18 years of age.*

Relevant School Board Policy

Section	Policy Area
DMA	Professional Development: Required Staff Development
EEL	Contracts with Outside Agencies for Special Education
EH	Curriculum Design
EHA	Curriculum Design: Basic Instructional Program
EHAA	Basic Instructional Program: Required Instruction (All Levels)
EHAB	Basic Instructional Program: Required Instruction (Elementary)
EHAC	Basic Instructional Program: Required Instruction (Secondary)
EHAD	Basic Instructional Program: Elective Instruction
EHB	Curriculum Design: Special Programs
EHBA	Special Programs: Special Education
EHBAA	Special Education: Identification, Evaluation, and Eligibility
EHBAB	Special Education: ARD Committee and Individualized Education Program
EHBAC	Special Education: Students in Non-District Placement
EHBAD	Special Education: Transition Services
EHBAE	Special Education: Procedural Safeguards
EHBAF	Special Education: Video/Audio Monitoring
EHBC	Special Programs: Compensatory/Accelerated Services
EHBE	Special Programs: Bilingual Education/ESL
EHBF	Special Programs: Career and Technical Education
EHBH	Special Programs: Other Special Populations
EIA	Academic Achievement: Grading/Progress Reports to Parents
EIAA	Grading/Progress Reports to Parents: Examinations
EIE	Academic Achievement: Retention and Promotion
EIF	Academic Achievement: Graduation
EK	Testing Programs
EKB	Testing Programs: State Assessment
FEA	Attendance: Compulsory Attendance
FEB	Attendance: Attendance Accounting
FL	Student Records
FNG	Student Rights and Responsibilities: Student and Parent Complaints/Grievances
FO	Student Discipline
FOA	Student Discipline: Removal by Teacher or Bus Driver
FOB	Student Discipline: Out of School Suspension
FOC	Student Discipline: Placement in a Disciplinary Alternative Education Setting
FOCA	Student Discipline: Disciplinary Alternative Education Program Operations
FOD	Student Discipline: Expulsion
FODA	Expulsion: Juvenile Justice Alternative Education Program
FOE	Student Discipline: Emergency and Alternative Placement
FOF	Student Discipline: Students with Disabilities
GA	Access to Programs, Services and Activities
GF	Public Complaints

Austin ISD Special Education and 504 Department Contacts

Austin Independent School District (Austin ISD) employs a variety of staff members, skilled in their area of expertise. Should you need additional clarification or have questions on any of the areas outlined in the operating procedures, please contact the designated point of contact listed below. Austin ISD's internal review committee will update contact information listed on this page quarterly.

Assistant Superintendent of Special Programs
Dr. Dru McGovern-Robinett, dru.mcgovern-robinett@austinisd.org

Director of Strategic Integration
Richard Hamett, richard.hamett@austinisd.org

Administrative Supervisor
Susanna Cohen, susanna.cohen@austinisd.org

Executive Director of Compliance and Evaluation
Dr. Jennifer Baker, jennifer.m.baker@austinisd.org

Director of Compliance and Operations
Vacant

Director of Evaluation
Amanda Molina-Garza, amanda.molina-garza@austinisd.org

Executive Director of Instructional Delivery and Inclusion
Dr. Cherry Lee, cherry.lee@austinisd.org

Interim Director of Campus Support
Christa Etheridge, christa.etheridge@austinisd.org

Director of Inclusion and Related Services
Bailey Gates, bailey.gates@austinisd.org

Director of 504 Services
Kimberly Pollard, kimberly.pollard@austinisd.org

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Accelerated Learning (HB 4545)

What's Required

House Bill 4545 passed in the 87th Regular Legislative Session with an effective date of June 16, 2021. This establishes requirements for accelerated instruction for students who do not pass the State of Texas Assessment of Academic Readiness (STAAR) or End of Course (EOC) assessments in Algebra I, English I, English II, Biology and US History.

HB 4545 requires Texas school districts to implement at a minimum supplemental accelerated instruction, an accelerated learning committee (ALC), and modified teacher assignments based on the following requirements:

- Elimination of grade retention and retesting requirements in grades 5 and 8
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, the campus must establish an accelerated learning committee (ALC) to develop an individual educational plan for the student and monitor progress.
- For any student who does not pass the STAAR test in grades 3–8 or STAAR end-of-course (EOC) assessments, clarification of prior supplemental accelerated instruction requirements, specifying that it must:
    - Be completed before, during, or after school in the regular school year;
    - Meet the 30 hour requirement of tutoring support per identified area of need;
    - Take place in a small group with a ratio of 3:1 or less. Larger grouping sizes must be documented in the plan and agreed upon by all parties;
    - Be provided by one person, when possible, who is qualified and trained.

Prior to the start of the next school year:

If a student fails to perform satisfactorily on STAAR or STAAR Alt 2 in grades 3-8 or STAAR EOC, Austin ISD will convene an ALC or Admission, Review, and Dismissal (ARD) Committee to develop an individualized plan to provide accelerated instruction in the applicable subject area during the subsequent summer or school year and either:

- Allow the student to be assigned a classroom teacher who is certified as a master, exemplary, or recognized teacher under the local optional teacher designation system for the subsequent school year in the applicable subject area; or
- Provide the student supplemental instruction before or after school or embedded in the school day.

What We Do

Accelerated Learning Committee

Accelerated Learning Committees (ALCs) are required for students who did not meet approaching standards on the STAAR test in grades 3, 5, or 8 math or reading or STAAR EOC exams in Algebra I, English I, English II,

Biology, and U.S History. The ARD Committee will function as the Accelerated Learning Committee (ALC) for students receiving special education services.

The ARD Committee acting as the ALC must develop an accelerated instructional plan for each student this applies to that addresses the following:

- Assessment data
- Every area of accelerated instruction needed, specifying targeted Texas Essential Knowledge and Skills (TEKS) for the applicable grade level and area(s)
- The actions and tools that will be provided to the student, including the plan for progress monitoring

The accelerated instructional plan will be documented and deliberated in the student's individualized education program (IEP) at the ARD meeting.

Timeline

The ALCs/ARD Committees must assemble AND meet on individual student plans after scores are received, which may take place before the end of that school year or during the summer and prior to the start of the school year, based on the latest STAAR results.

Resources

See Grade Placement Committee
See State Assessment
TEA Handout on House Bill 4545 - Accelerated Instruction
TEA Frequently Asked Questions about House Bill 4545
TEA Intensive Program of Instruction and Accelerated Instruction for Students Served Through Special Education
TEA Accelerated Learning Resources
Lead4ward - Supplemental Instruction

Accessible Instructional Materials

What's Required

Section 504 of The Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) each require schools to provide all students with disabilities equitable access to all instructional materials required in the K‑12 classroom. These include materials that may be required by the state (e.g, textbooks), district (e.g., additional required readings), or classroom teacher (e.g., syllabus). Understanding this requirement and how to provide these materials in specialized formats (Braille, large print, or digital) in a timely manner is the responsibility of all classroom teachers.

What We Do

Instructional/educational materials are typically provided for students in one of four formats: physical objects (manipulatives), print/text-based (textbooks), audio (video, audio books), and digitized (software or web-based content). The method of providing Accessible Instructional Material/Accessible Educational Material (AIM/AEM) will vary depending on the individual needs of the student, the need to access the material, and the type of material.

Methods of providing AIM/AEM based on the individual needs of the learner and/or type of material:

- For a student not identified as a student with a disability under the ADA, 504 or the IDEA, schools can provide print/text-based materials whether paper based, digital document (ie. Microsoft Word document or Adobe pdf document, etc.), or web-based material.
- For a student with a disability identified under the ADA, Section 504 or the IDEA, schools provide AIM/AEM following one or more of the following processes depending on the type of material:
    - Physical objects (manipulatives): To identify strategies for providing students with disabilities AIM/AEM involving physical objects, the special education teacher will observe the student during instructional time, consult with the general education teacher, and/or review the Full and Individual Evaluation to determine what types of manipulatives may benefit the student based on areas of need. Manipulatives include, but are not limited to, base 10 blocks, printed clocks, counting discs, coins, etc.
    - Print/text-based (and/or online) format (materials):
        - Austin ISD provides instructional books/materials to all students in a traditional print/text-based (and/or online) format.
            - If a student qualifies as a student with a disability under Section 504 or the IDEA, who also meets the eligibility requirements as a student with a print disability, there may be additional resources available to assist the student with print material. These resources include, but are not limited to, text-to-speech software and audio books.
            - Students with visual impairments are provided assistive technology devices providing them access to instructional/educational materials specifically identified to meet their individual learning needs through the recommendations of a certified teacher for students with visual impairment. These access needs are documented in the student's individualized education program (IEP).
    - Audio (video, audio books):
        - Austin ISD requires all video/audio based instructional/educational materials purchased be made available with closed captioning. Teachers accessing video/audio materials through the internet are encouraged to select materials with closed captioning.
        - Students identified under the eligibility category of Deaf and Hard of Hearing are supported with accommodations and/or assistive technology devices providing them access to instructional/educational materials specifically identified to meet their individual learning needs through the recommendations of a certified teacher for students who are deaf or hard of hearing. These access needs are documented in the student's IEP.
    - Digital (computer, web-based):

- Students with physical disabilities limiting their ability to independently access school computers and web-based content are supported with accommodations and/or assistive technology devices providing them access to instructional/educational materials. These supports are specifically identified to meet the individual learning needs of the student through the ARD process.

Resources

See Deaf Education Services
See Visual Impairment Services
National Center on Accessible Educational Materials
Inclusion in Texas
Resources to Support Student Progress in the General Curriculum

Accommodations, Modifications, Supplementary Aids and Services

What's Required

The Admission, Review and Dismissal Committee (ARD Committee) must determine needed program modifications or supports from school personnel that will be provided to enable the student with a disabilty to:

- Advance appropriately toward attaining the annual goals;
- Be involved in and make progress in the general education curriculum;
- Be afforded an equal opportunity to participate in extracurricular activities including, to the maximum extent appropriate, in nonacademic settings and services such as meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Austin ISD, referrals to other agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Austin ISD and assistance in making outside employment available; and
- Be educated and participate in the least restrictive environment with other students with disabilities and nondisabled students to the maximum extent appropriate.

Supplementary aids and services are instructional and functional supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

Special education accommodations, modifications, supplementary aids, and services must be individualized to the student and supporting a documented need. Additionally, these supports must be grounded in evidence-based research to the extent practicable (to the extent that research is possible and available). The National Center for Education Evaluation's What Works Clearinghouse website provides information and a list of strategies documented by evidence.

Austin ISD is required to provide training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program (IEP) developed for the student receiving instruction from the educator.

What We Do

Accommodations

An accommodation is a change in the teaching or testing procedures to provide students access to information and to create an equal opportunity to demonstrate content knowledge and skills. An instructional accommodation involves a wide range of techniques to help students participate in the general education curriculum to the maximum extent possible. An instructional accommodation does not change what the student is expected to master; therefore, curriculum content remains intact.

In Texas, an accommodation is defined as practices and procedures that are "intended to reduce or even eliminate the effects of student's disability, but do not reduce learning expectations".

Modifications

A modification is a change in what the student is expected to learn and/or demonstrate. An instructional modification indicates what is being taught (the curriculum content) is altered. The instructional level, general education benchmarks, or number of key concepts to be mastered are modified. Therefore, the course objectives are modified; students are not required to learn all of the course objectives but only targeted objectives. A curriculum modification reduces content and skills the student is required to learn.

In Texas, a modification is defined as "practices and procedures that change the nature of the task or target skill".

Supplementary Aids and Services

Supplementary aids and services are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. The Individualized Education Program (IEP) must include information about the services that will be provided so that the ARD Committee has a clear understanding of the commitment of resources in the IEP. The ARD Committee will document the projected date for the beginning of services and the anticipated frequency, duration and location of those services.

- **Frequency:** Describes how often the student will receive the service(s), e.g., number of times per day or week. If the service is provided less than once daily then the conditions for the provision of services must be clearly specified within the ARD documents using a weekly reference (e.g., 1 hour per week, 30 minutes every two weeks).
- **Duration:** Describes how long each “session” will last (number of minutes and the start and end dates for this service).

- **Location:** Describes where the services will be provided in the general education classroom or another setting, such as a special education resource room.

Consideration of Special Factors

- Students with Emerging Bilingual Needs:
  - For students with emerging bilingual proficiency, the campus Language Proficiency Assessment Committee (LPAC) will make accommodation decisions for the STAAR program in conjunction with the student's ARD Committee, as applicable.
  - The ARD Committee will also consider linguistic accommodations needed as related to the student's disability and document them in the student's Individualized Education Program.
- Behavior that Impedes Learning:
  - In the case of a student whose behavior impedes their learning or that of others, the ARD Committee will consider positive behavioral interventions, strategies and supports to address the behaviors.

Resources

See Continuum of Services
National Center for Education Evaluation's What Works Clearinghouse
TEA's The Least Restrictive Environment: Question and Answer Document
TEA State Accommodations Resources
Accommodations Central
Lead4ward Resources - See Scaffold, Test Accessibility, & Instructional Tools tabs
Assessments for Emergent Bilingual Students

Adapted Physical Education

What's Required

The reauthorization of the Individuals with Disabilities Education Act (IDEA) requires that physical education services must be made available to every student with a disability to ensure students receive a free appropriate public education (FAPE).

What We Do

Austin ISD's physical education curriculum focuses on the development of fitness for life. The district's instructional curriculum supports a developed knowledge of fitness and psychomotor skills through a variety of activities based on the Texas Essential Knowledge and Skills (TEKS). Students with disabilities are provided full access to the same programs as their non-disabled peers. Emphasis is placed on age-appropriate activities for achievement of physical, social, and cognitive development toward a wholesome lifestyle. Each student with a disability must be afforded the opportunity to participate in the general physical education program available to non-disabled students unless the student has significant deficits in the psychomotor areas that require specially designed physical education, as identified in the student's individualized education program (IEP).

Adapted Physical Education (APE) is an instructional service provided to support Austin ISD's comprehensive physical education program. Its purpose is to provide individualized physical education services in which the

activities and instructional strategies or procedures are adapted to the specific strengths and deficits of students with disabilities. APE services will address the individual needs of a student and be reflected in the student's IEP, specifically in the accommodations, modifications, annual goals and objectives.

Referral for Evaluation

Students being considered for APE must first have an evaluation completed by an APE teacher to determine if they qualify for this additional instructional service. Prior to the evaluation, the Admission, Review, & Dismissal (ARD) Committee and/or the student's special education case manager will contact the APE teacher to discuss their concerns.

All students referred for APE evaluation must have an identified disability and special needs that cannot be met in general education physical education classes.

- **Initial:** If APE is suspected to be needed and requested with the student's initial evaluation, the evaluation report will be completed within 45 school days of the receipt of parent consent for the evaluation. The ARD Meeting will be held within 30 calendar days of completion of the evaluation report.
- **Reevaluation:** If APE is being requested for the first time for a student already receiving special education services, a Review of Existing Evaluation Data (REED) must be completed by the ARD Committee and parent consent for evaluation will be obtained.
- **3-Year REED/Reevaluation:** Reevaluations are conducted every three years by the student's ARD Committee to determine continued eligibility for students currently receiving APE services. If a need for further evaluation is identified during the REED/ARD Meeting, the APE teacher will review previous evaluation results, goals and objectives, and current data from teachers. If additional assessment is requested, parental consent for evaluation will be obtained. The evaluation will be completed in conjunction with the student's 3-year reevaluation date or sooner if decided and documented by the ARD Committee. The ARD Meeting will be held within 30 calendar days of completion of the evaluation report.

Evaluation Procedures

Notice of evaluation, consent, and procedural safeguards are required to be given to parents and explained by a person skilled in APE. Evaluation procedures are used to interpret the data collected from evaluation instruments, observations, and review of records to assist the ARD Committee in determining a student's eligibility for APE services.

The APE teacher will complete the evaluation and make appropriate recommendations for the type of services the student requires to make progress in physical education. Based on the review of the evaluation data, an evaluation report will be written by the APE teacher. The evaluation report will include recommendations to the ARD Committee regarding the student's eligibility for APE services and service delivery options. A copy of the evaluation report will be provided to the parent and campus special education case manager prior to scheduling the ARD Meeting.

Service Delivery Considerations

APE is offered on a continuum of services to qualifying students. An ARD Meeting will be scheduled to discuss the APE teacher's evaluation and recommendations:

- General Education PE (No adaptations are necessary for the student's success in this setting).
- General Education PE with Adapted Physical Education Consultation
    - General PE teacher is solely responsible for a student's grades and assessments.
    - The student attends regular PE with peers.
    - Adapted physical education consults with PE and special education staff to monitor student progress and address PE concerns regarding possible curriculum/activity modifications, behavior management techniques, communication skills and/or assessing student skills.
- Adapted PE Direct Service
    - The student attends an inclusive PE class, with accommodations and modifications made by the adapted physical education teacher and special education staff.
    - The adapted physical education teacher contributes to IEP development and provides grades and assessments.
- Self-Contained Adapted PE
    - The student is taught in a special education setting outside of general education.
    - The adapted physical education teacher is responsible for the IEP development, grades and assessments.

Criteria for Dismissal
The student may be dismissed from APE services by the ARD Committee according to one of the following criteria:

- The student no longer requires modifications or accommodations to benefit educationally in the area of physical education.
- Results of an Adapted Physical Education evaluation indicate that the student no longer has a gross motor deficit requiring APE services.
- Physical education is inappropriate for the student due to a physical or medical condition defined by a licensed physician.
- The student has met their annual goals and objectives as stated in the IEP, which may include graduation requirements for high school physical education.
- The student no longer meets age eligibility criteria as defined by Texas Education Agency (TEA).

See Continuum of Services

Adaptive Equipment

What's Required

Students with disabilities, whether identified under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), or the Americans with Disabilities Act (ADA), occasionally require adaptive equipment to enable them to achieve their highest level of independence with an activity or in the context of a setting. Adaptive equipment may be required across school and home settings; in this situation, it is described as a personal use item. On a case-by-case basis, the use of school-purchased

assistive technology devices in a student's home or in other settings is required if the student's ARD Committee determines that the student needs access to those devices in order to receive a free, appropriate public education (FAPE). Adaptive equipment may also be required specifically for a student to access, participate in, and thus benefit from the instructional program provided at school.

What We Do

The special education department at Austin ISD supports campus administrators to consider appropriate options to support students with disabilities to access, participate in, and benefit from instruction on the campus. There are three channels in which a student's need for adaptive equipment is typically identified: medical prescription; campus concern for the student's safety; or related service evaluation.

Medical Prescription

When a student's need for adaptive equipment is identified by a medical practitioner, a physician typically prescribes the equipment to meet the personal use needs of the student. The medical practitioner assists the family to identify the avenues for obtaining the equipment through private insurance, Medicaid, or a social service agency. This equipment is typically custom fitted to the student's specific needs related to the level of impairment the student experiences as a result of disability and the functional outcomes to be achieved by the equipment.

If a family needs support in obtaining the personal use adaptive equipment a student may require, assistance should be requested from the special education department's related services team.

Campus Identified Safety Concern

When a need for adaptive equipment is identified due to concern for a student's safety at school, this concern should immediately be brought to the attention of the campus principal and the student's parent. If the concern is one that is specific to the ability of the student to access the resources currently available on the campus, the solution is typically developed by a campus team and may involve modifications to the campus procedures, structures, or materials.

If a campus requires assistance to consider options in how to support a student's access to the resources currently available on the campus, the campus administrator should request this assistance through the special education department campus support team.

If the concern is one that is a result of the student's behavior exhibited while at school, the case manager should contact the campus assessment representative and/or campus support team to determine the next steps in supporting the student. These steps could include, but are not limited to, conducting a Functional Behavior Assessment (FBA) or sending a request for consultation to a Behavior Support Specialist. Please note that Austin ISD does not use adaptive equipment at any time as a means of restraint. See Behavior Support and Discipline

If the concern is about how to appropriately include the student in the campus evacuation plan, the campus principal should seek assistance from the special education department's campus support team as well as the Austin ISD Department of Emergency Management.

Related Service Evaluation

If there is a need for adaptive equipment to access, participate in, and thus benefit from the instructional program, the campus should consult with the campus' Occupational Therapist, Physical Therapist, Adapted PE teacher, or Assistive Technology Specialist.

When durable adaptive equipment is identified through an occupational therapy, physical therapy, assistive technology evaluation, or APE evaluation, the adaptive equipment is provided through the special education department. This equipment is typically identified as assistive technology or adaptive equipment in the student's individualized education program (IEP) and is recommended specifically to assist the student to access/participate in and thus benefit from the instructional program. This equipment is durable and is designated for use only by the student for which it is assigned by the evaluator. While consumable instructional materials may also be included as suggested interventions from these evaluation processes, consumable instructional materials are the responsibility of the campus to provide for all students when necessary, including students with disabilities.

See Occupational Therapy
See Physical Therapy

ARD Committee

What's Required

The Individuals with Disabilities Education Act (IDEA) is a federal law that ensures that all public school districts provide a free and appropriate education (FAPE) to eligible students ages 3-21 with disabilities. IDEA provides legal protections for these students and their parents or guardians.

Austin ISD will establish an admission, review and dismissal (ARD) Committee for each eligible student with a disability and for each student for whom a Full and Individual Initial Evaluation (FIIE) is conducted. The ARD Committee serves as the:

- Eligibility team
- Individualized education program (IEP) team and
- Placement team

The ARD Committee meets at least once annually to make collaborative decisions about the educational program for the students who are eligible to receive special education and related services. The ARD Committee may meet more often than annually to revise the student's individualized education program (IEP) to address:

- Any lack of expected progress toward the annual goals
- The results of any reevaluation or outside evaluation
- Information about the student provided to or by the parents
- Anticipated needs of the student or
- Other concerns

Parents or guardians are essential members of the ARD Committee and must be afforded the opportunity to fully participate in the development of the student's IEP, from identification to evaluation to placement to the provision of FAPE. A parent may request an ARD meeting, at a mutually agreeable time, to discuss educational concerns such as placement, IEP goals and objectives, and the extent of services being provided to the student. Austin ISD must provide prior written notice of all upcoming ARD meetings regarding the IEP to a student's parent or guardian. Austin ISD must use various methods to ensure parent participation, including telephone calls or video or audio conference calls.

Who is required to serve on the ARD Committee?

The ARD Committee means a group of individuals composed of:

- The parent(s) or guardian(s) of a student with a disability;
- The student, when appropriate;
- At least one general education teacher of record for the student
- A special education teacher or provider who is responsible for implementing the student's IEP;
- A district representative who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities. This staff member is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the district. This is typically a campus administrator.
- An individual who can interpret the instructional implications of evaluation results;
- When considering initial or continued placement of a student in a career and technical education program, a representative from career and technical education; and/or
- Other individuals who have knowledge or special expertise regarding the student at the discretion of the district or the parent.

Other professional certified specialists as required, such as:

- Related service provider(s) who is responsible for implementing the student's IEP;
- For a student who is suspected to be one with dyslexia or a related condition, a
- For a student who is suspected to be deaf or hard of hearing, a teacher who is certified in the education of students who are deaf or hard of hearing;
- For a student with a suspected or documented visual impairment, a teacher who is certified in the education of students with visual impairments;
- For a student with suspected or documented deaf blindness, a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students who are deaf or hard of hearing;
- For a student with limited English proficiency, a member of the language-proficiency assessment committee (LPAC). A teacher may serve in both roles during an ARD meeting.

- A representative of any participating agency likely to be responsible for providing transition services for a student, as appropriate, and with the consent of the student's parent or a student who has reached the age of majority;
- If the parent brings an attorney to the ARD meeting or acts in the role of an attorney without prior notice to the school district, the Administrator must recess the ARD until such time as the school's attorney can also attend. It is critical that the district document the student services that will continue until the ARD is reconvened.
- If a parent brings an advocate to the ARD meeting or acts in the role of an advocate, Austin ISD attorneys will not attend the meeting, unless there is pending litigation such as a TEA Complaint, an Office of Civil Rights Complaint, a Due Process Hearing proceeding, and/or a local grievance under district policy. Austin ISD is available to consult with the staff during any ARD meeting should any legal issues arise.

What We Do

Every member of the ARD Committee has specific duties and brings knowledge and skills within their area of expertise.

Parent Participation

Each ARD Committee shall endeavor to ensure that a student's parent or guardian is included in the process of developing a student's IEP. ARD Committees will strive to create an atmosphere where parents are free to ask questions and share ideas during ARD Meetings and to include parents as key collaborators in the placement of students with disabilities.

Austin ISD will provide prior written notice of all ARD meetings no later than 5 school days prior to each meeting (unless the parent agrees to a shorter time frame). Each notice shall include the following information:

- The date and time of the meeting
- A list of all meeting participants' roles known at the time the notice is provided to the parent or guardian
- A brief description of the purpose of the meeting
- Location of the meeting (or other modes of participation)

Duties of the ARD Committee

The ARD Committee makes decisions regarding the eligibility and programming for a student with a disability. Among other responsibilities, the ARD Committee's primary role is to develop, review, and finalize all components of a student's IEP. Some high-level items that the committee accomplishes together include:

- Review data from the student's evaluations, current academic, behavior, social, and functional performance levels, curriculum-based and statewide assessment data, teacher data, parent data, etc.
- Establish eligibility for special education services
- Develop present levels of academic achievement and functional performance (PLAAFP) statements, IEP Goals and Objectives, if applicable, for the student

- Consider all accommodations, modifications, and/or supplemental aids and services the student requires to make progress or access the general education curriculum
- Consider the least restrictive environment appropriate to meet the needs of the student
- Makes decisions about student participation in local and state assessments
- Complete specific supplements needed by the individual student
- If applicable, review and update the student's Behavior Intervention Plan (BIP)
- If applicable, review and update the student's transition plan
- Assure that the educational program is appropriately ambitious for the individual student

Duties of the Administrator or LEA Representative

- Support the facilitation of the meeting
- Encourage participation by all ARD Committee members
- Serve as district designee to commit resources
- Identify positive behavioral strategies and academic supports
- Identify services, supports, and program modifications that are needed for the student to be successful
- Assist with all aspects of the IEP process
- Ensure completion of Prior Written Notice
- If applicable, serve as the Language Proficiency Assessment Committee representative
- Provide assurances to the parent

Duties of the Special Education Teacher/Case Manager Assigned to the Student

- Coordinate and schedule the ARD Meetings at a time mutually acceptable to the parent and other members;
- Provide the parent student with written notice of ARD Meetings at least 5 school days prior to the meeting, unless parents waive the five day notice;
    - Include the Notice of Procedural Safeguards and A Parent's Guide to the ARD Process with the Notice of ARD Meeting for an initial or evaluation ARD Meeting and at least annually thereafter.
- Prior to the ARD meeting, gather the student's academic, behavioral, and functional data from all general education teachers to support the student's proposed Present Levels of Academic Achievement and Functional Performance statements (PLAAFPs), goals, and accommodations.
- Provide the parent with a copy of the proposed PLAAFPs, goals, accommodations, and schedule of services in advance of the ARD meeting. Please ensure "draft" is written on the document.
- Provide information about the student's academic achievement, school performance, and progress toward identified goals.
- Provide suggestions for maximizing the extent to which the student is educated with nondisabled students, including accommodations and modifications to the general curriculum and classroom environment.
- Identify positive behavioral strategies and academic supports.
- Assist with identification of services, supports, and program modifications that are needed to support the students' advancement toward attaining annual IEP goals and objectives.
- Navigate and update the different sections of the IEP in the special education electronic documentation system.
- If a complex case, consult with campus administrator and campus support specialist/coordinator prior to the ARD meeting.

Duties of the General Education Teacher

- The general education teacher of the student with a disability, must participate in the development, review, and revision of the student's IEP, including assisting in the determination of:
    - Participation in state and district assessment programs
    - Appropriate positive behavioral interventions and strategies for the student and
    - Supplementary aids and services, accommodations, program modifications and supports that are needed to support the students' advancement toward attaining annual IEP goals and objectives.
- Provide information regarding the general education curriculum, the general education classroom environment, and the student's progress and current performance.
- Review the general education teacher feedback reports with the ARD Committee upon request
- Provide information regarding student's abilities, including strengths and areas for growth, for the ARD Committee to use in development of PLAAFPs and IEP goals/objectives..

Duties of the Evaluator

- Provide evaluation data including interpretation of evaluation results.
- Provide input pertinent to individual student needs and IEP development based on evaluation information.
- Assist with development of IEP goals, positive behavioral instruction and strategies, Functional Behavior Assessments/Behavior Intervention Plans, Autism Supplement, and academic supports
- Provide input regarding services, supports, and program modifications that may support the students' advancement toward attaining annual IEP goals and objectives.
- Guide the ARD Committee in the determination of whether conduct subject to disciplinary action is a manifestation of the student's disabilit(ies).
- Guide the ARD Committee in the determination of whether additional evaluation is needed in order to provide adequate information for decision-making.

Absence of a Required ARD Committee Member

Required members must be present for the ARD Meeting unless properly excused by the parent or guardian and the District. Individuals with Disabilities Education Improvement Act (IDEA) requires different procedures for different types of excusals, including differentiating between circumstances in which parental consent is required and when an agreement is required to excuse a mandatory ARD Committee member from attending an ARD Meeting. Therefore, Austin ISD has different procedures in place for the different types of excusals. The two types of excusals triggering the excusal requirements are:

- When a required ARD Committee member's area of the curriculum or expertise is not being modified or discussed
    - Austin ISD and the parent or guardian must agree to the dismissal.
    - However, Austin ISD is given wide latitude about the content of the agreement to excuse a required ARD Committee member from the meeting.
- When a required ARD Committee member's area of the curriculum or expertise is being modified or discussed.
    - Parent or guardian must provide written consent to dismiss the committee member and

    - The committee member must provide appropriate and sufficient input into the development of the IEP to ensure that the parent or guardian fully understands what is being discussed.
    - The member of the committee must submit in writing, to the parent or guardian and the ARD Committee, appropriate and sufficient input into the development of the IEP to ensure that the parent or guardian fully understands that they are consenting to excuse a committee member in which the member's area of curriculum or expertise is being change or discussed.
- If a committee member, such as a general education teacher, needs to be excused during but prior to the conclusion of the ARD meeting:
    - The committee member must provide appropriate and sufficient input into the development of the IEP to ensure parent participation prior to the excusal.
    - Parent and district consent to dismiss the committee member from the remainder of the meeting should be documented in the deliberations.

Resources

See Individualized Educational Program
See Prior Written Notice (PWN)
TEA Guidance: IDEA Fact Sheet for Families
TEA Guidance: Legal Framework References to ARD Member Attendance and Excusal: ARD Committee Membership and ARD Committee
Region 12 Guidance: Dual Role ARD Membership [for LPAC]
Austin ISD Board Policy EHBAB
TEA Guidance for Inviting Agency Representatives to the ARD Meeting
Notice of Procedural Safeguards - English Spanish
A Parent's Guide to the ARD Process - English Spanish

ARD Meetings

What's Required

- Austin ISD must establish an admission, review and dismissal (ARD) committee for each student with a disability and for each student for whom a Full and Individual Initial Evaluation (FIIE) is conducted.
- The Individualized Education Program (IEP) is the written statement for each student with a disability that is developed, reviewed and revised in accordance with the ARD Committee framework.
- The ARD Committee must review the student's IEP periodically, but not less frequently than annually, to determine the student's progress, the student's continued need for special education and related services, and the need for modifying the plan. At the annual review, the current IEP goals and objectives will be reviewed and documented on the IEP prior to the development and acceptance of a new IEP.
    - New goals and objectives must be developed annually. If existing goals have not been met and the ARD Committee determines that the goals are still needed, the former goals must be revised to address the continuation of skill development with new timelines and criteria to include new benchmarks or objectives and an edited goal as determined by the ARD Committee.
    - New goals are developed for identified needs appropriate to the new enrolled grade.

- The ARD Committee may schedule an earlier review date, as appropriate, to address:
    - Any lack of expected progress toward the annual goals
    - The results of any reevaluation
    - Information about the student provided to, or by the parents
    - Anticipated needs of the student or
    - Other concerns
- A parent may request in writing to have an ARD meeting at any time to discuss educational concerns such as placement, IEP goals and objectives, and the extent of services being provided to the student.
    - Austin ISD must grant a parent's request to have a meeting at a mutually agreed upon time or provide a written notice explaining why the District refuses. Prior to sending this notice, the case manager will discuss all options with the campus special education coordinator.
- Austin ISD will ensure and document receipt by the parent of a copy of the Procedural Safeguards at least once a year, and also:
    - Upon initial referral or parental request for evaluation
    - Upon the first occurrence of the filing of a due process hearing complaint
    - Following any disciplinary action requiring a manifestation determination review
    - At any other time on reasonable request of the student's parent

What We Do

Meeting Agenda

When developing the Individualized Education Program (IEP), the ARD Committee must consider:

- The strengths of the student
- The concerns of the parents for enhancing the education of their student
- The results of the initial or most recent evaluation of the student
- The academic, developmental, and functional needs of the student
- Beginning no later than the first IEP to be in effect

A sample agenda is available under Resources.

At the conclusion of the ARD meeting, committee members will be asked if they have reached consensus regarding the IEP. Those in agreement with the IEP should sign the IEP document at the conclusion of the meeting. Austin ISD must give prior written notice prior to implementing the new IEP subject to a five-day waiting period.

5-Day Waiting Period Waiver

Austin ISD must give the parent the option of waiving the five school days to implement the IEP. By waiving the 5 days, the parents agree that the IEP may be implemented on the next school day. All deliberations regarding consensus on the IEP must be completed while the ARD Committee is convened.

In the event that parents are not ready to sign the IEP at the conclusion of the meeting, Austin ISD will treat this

as Non-Consensus and do the following:

- Provide a copy of the paperwork to the parent to take and review. Original copies, including pages with signatures of other committee members, remain at the campus with the person facilitating the meeting.
- Schedule a Non-Consensus ARD within 10 school days.
    - Document the reasons the IEP was not signed in the deliberations.
    - Send a meeting notice with the date and time of the Disagreement ARD.
- If the IEP paperwork is not returned by the second day, the campus will proceed as if it is a Non-Consensus ARD.
    - Request that the parent explain all reasons for Non-Consensus in writing.
- During the recess, the committee will consider the following:
    - Consider alternatives for any disputed educational programming
    - Gather additional information
    - Prepare further documentation and/or
    - Obtain additional resource persons who may assist the ARD Committee in reaching mutual agreement
- At the following ARD meeting, if the committee ends in Non-Consensus or Disagreement:
    - The campus will send Prior Written Notice that the IEP will be implemented as written.
    - The parent has the right to file a due process complaint, an OCR complaint, or a TEA complaint.

Tabling (Continuing) an ARD Meeting:

- Every effort must be made to fully deliberate and complete the IEP review within one meeting. Prior to ending the ARD meeting, the committee must:
    - Document in the deliberations where the committee was when they stopped the meeting.
    - Agree on and schedule a Continuation ARD meeting date and time within 10 days of the initial ARD meeting that are agreeable to all parties.

Meeting Norms

Please review these meeting norms at the start of every ARD meeting to ensure that meetings are held in an effective, efficient, and respectful manner:

- ARD meetings must have a campus administrator present and participating actively for the entire ARD meeting. This individual serves as the ARD Administrator/Local Education Agency (LEA) Representative.
- ARD meetings should be conducted in a professional manner that is respectful, inclusive to all participants, and student focused.
- ARD meetings will have a clear agenda.
- The ARD agenda, along with a copy of the proposed PLAAFPs, goals and schedule of services, will be sent to the parent in advance of the meeting so that the parent can meaningfully participate and come prepared.
- At the end of the ARD meeting, if it is determined that an additional meeting is warranted, another meeting can be scheduled within ten school days at a time that is agreeable to all participants.
- All participants are expected to exhibit respectful and appropriate conduct during the meeting and to participate actively.
    - Rudeness and abusive language cannot be tolerated, and such behavior can be cause for

discontinuing the meeting.
- The meeting can be resumed when professional conduct can be expected from all.
- Guests with special knowledge about the student who are invited by the parents must also abide by these expectations. As non-required members, they may be asked to leave if their behavior is disruptive.
  - If the parent leaves the ARD meeting, all guests (excluding attorneys) brought by the parent must also be excused from the meeting.
  - The meeting may continue with the parent's attorney, if applicable.

Types of ARD Meetings

Admission/Initial Placement into Special Education ARD Meeting
The purpose of this ARD meeting is to determine the eligibility of a student referred for special education services. At this meeting, the results of a Full and Individual Initial Evaluation (FIE) will be discussed. If the student is eligible for special education services and supports, program and placement will be determined.

Annual ARD Meeting
The purpose of this ARD meeting is to address and review annually the student's special education eligibility, program, and placement. The ARD committee will review the student's academic and/or behavioral progress; develop appropriate goals and objectives, review modifications/accommodations, and other necessary support services.

Continuation ARD Meeting
On rare occasions, an ARD Committee may be unable to fully deliberate and complete the IEP review within one meeting. Should this occur, the ARD Committee will:
- Document in the deliberations where the ARD Committee was when they stopped the meeting.
- Agree on and schedule a Continuation ARD meeting date and time within ten school days of the initial ARD meeting that is agreeable to all parties.

Disagreement or Non-Consensus ARD Meeting
All members of the student's ARD Committee shall have the opportunity to participate in a collaborative manner when developing the student's IEP. A decision of the ARD committee concerning the required elements of the student's IEP should be made by mutual agreement, if possible. No decision is made by majority vote.

Disagreement occurs when the ARD Committee is unable to reach consensus due to a conflict. Non-Consensus occurs when a required ARD Committee member does not consent to sign the completed IEP.

When mutual agreement about all required elements of the IEP is not achieved, the parent who disagrees shall be offered a **single opportunity** to recess and reconvene the ARD Meeting. The period of time for reconvening the ARD Meeting shall not exceed 10 school days, unless the parties mutually agree otherwise. The ARD committee shall schedule the reconvened meeting at a mutually agreed upon time and place.

During the recess, the student's ARD Committee shall consider alternatives for any disputed educational programming, gather additional data, prepare further documentation, and/or obtain additional resource persons

who may assist in enabling the ARD committee to reach mutual agreement, if possible. The 10-day recess is not required when the student's presence on the campus presents a danger of physical harm to the student or others or when the student has committed an expellable offense or an offense that may lead to placement in a Disciplinary Alternative Education Program (DAEP). See Behavior Support and Discipline.

If parents decline to reconvene following the first non-consensus meeting or the second meeting is held and still remains in non-consensus at the end of the meeting, the ARD staff person will contact a Lead Assessment person and will provide the parent with a Written Notice that indicates the district's plan to move forward with implementation of the proposed IEP following the required five-school day waiting period. During that five-day waiting period, parents have a right to request Mediation or a Due Process Hearing through the Texas Education Agency. If parents exercise their Due Process rights, a "stay put" may go into effect and the current agreed-upon IEP will continue to be implemented until the Due Process is completed.

Dismissal or Graduation ARD Meeting
A dismissal ARD meeting occurs when a student no longer meets eligibility for services based on formal evaluation(s). In addition, a dismissal ARD committee meeting must be convened when a student has completed the requirements for graduation and a change of placement. See Transition and Graduation.

ARD Meetings Following Evaluations
Austin ISD will hold the ARD meeting within 20 days of the submission of the Full and Individual Initial Evaluation, Full and Individual Evaluation, any related services evaluations or any other evaluations conducted.

Lack of Progress (Revision) ARD Meeting
The purpose of the ARD meeting is to address and explore the reasons for a student's lack of adequate progress and/or possible failure in any scheduled class. While the law does not require an ARD meeting when a student fails courses, the Department of Special Education recommends as a best practice that an ARD meeting be convened prior to any failure to develop an action plan to ensure student progress.

Manifestation Determination Review ARD Meeting
The purpose of this ARD committee meeting is to determine whether the student's behavior is a manifestation of their disability. That is, was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability; or was the conduct in question a direct result of the school's failure to implement the IEP. See Behavior Support and Discipline.

Review of Evaluation Data (REED) or Reevaluation Meeting
The purpose of this ARD committee meeting is to address and review the student's continued special education eligibility, program, and placement. In addition, the determination of the need for a reevaluation is discussed. If it is determined that no testing is needed at this time, the ARD meeting will continue. The committee will review the student's academic and /or behavioral progress; develop appropriate goals and objectives, modifications/accommodations, and other necessary support services during this meeting. If it is determined that testing is needed in certain areas, the committee will convene at a later date to hold the annual and discuss the results of the testing. It is necessary to schedule the meetings with enough time to remain in compliance with the annual and the re-evaluation due dates. This ARD may be combined with the Annual ARD.

Review (Revision) ARD Meeting

A Review ARD committee meeting can be held for any areas of concern that the school or parent feels need to be addressed to ensure the student's success both academically and socially. It can be convened for several reasons.

Transfer ARD/IEP Meeting
AISD will take reasonable steps to promptly obtain a transfer student's special education and general education records from the sending school district. The special education teacher will be responsible for attending any temporary ARD meetings as necessary and working with the campus case manager/ARD Facilitator /appraisal staff to plan the draft IEP for the temporary transfer student. Austin ISD will hold the transfer ARD meeting for students new to Austin ISD within 10 days of the student who receives special education's enrollment.

- Transfer Student with Pending Special Education Evaluation
    - If a student is in the process of being evaluated for special education eligibility by another public school district and enrolls in AISD before the evaluation is completed, the special education case manager and evaluation specialist will coordinate with the student's previous school district to ensure prompt completion of the initial evaluation.

- Transfer Student within Texas with Existing IEP
    - If a student transfers from another school district in Texas with an IEP, the District will provide a free appropriate public education to the transfer student by providing services comparable to the services described in the student's IEP from the student's previous school district until AISD:
        - Adopts the student's IEP from the previous school district, or
        - Develops, adopts and implements a new IEP in accordance with the procedures outlined in the District's Operating procedures.

- Transfer Student From Another State with Existing IEP
    - If a student transfers from another state with an IEP, AISD will offer services comparable to the services described in the IEP from the sending school district until AISD takes the following actions:
        - Conducts a new full and individual evaluation, if AISD determines that a new evaluation is necessary; and
        - Develops, adopts and implements a new IEP, if appropriate, in accordance with the procedures outlined in the Special Education Operating Procedures.

Transition ARD Meeting
- When a student transfers from early childhood intervention (ECI) to early childhood special education (ECSE), AISD shall develop and implement an IEP by the student's third birthday.
- Optional Transition IEP Meeting: If the anniversary date falls before the spring semester for a 5th grader entering 6th grade middle school or an 8th grader entering 9th grade high school, Austin ISD, on an individual basis may decide to conduct a spring end of year annual review to prepare the student's IEP for the next campus.
- Transition planning shall begin by age 14 with postsecondary goals in education or training, employment, and if appropriate, independent living skills based on age-appropriate transition assessments, and an examination of transition issues including the appropriate courses of study based on transition goals. See Transition and Graduation.

Prior Written Notice

- Austin ISD shall provide prior written notice at least five days prior to any ARD meeting.

Resources

Austin ISD School Board Policy EHBAB
See Prior Written Notice
Annual ARD Agenda
Types of ARD Meetings
When IEPs must be in effect: 34 CFR §300.323

Assistive Technology (AT)

What's Required

Assistive technology (AT) is defined under federal and state legislation as both a device and a service.

"Assistive technology device" means any item, piece of high and low technology equipment or product system, whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities or increase the independence of a student with a disability so that they can participate more fully in all settings. On a case-by-case basis, the use of a school-purchased AT device in a student's home or in other settings is required if the ARD Committee determines that the student needs access to those devices in order to receive a free appropriate public education (FAPE). The term, AT, does not include a medical device that is surgically implanted or the replacement of such a device.

"Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of AT devices by students with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing AT devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a student with a disability or, if appropriate, that student's family; and,
- Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student.

Every public agency must ensure that an AT device and/or service is made available to a student with a disability if such device or service is required as a part of the student's individualized education program (IEP).

All ARD Committees are required by federal regulation CFR §300.324(a)(2)(v) to consider the student's need for AT devices and services in the development of the IEP.

What We Do

Every time the ARD Committee meets to develop the IEP, the committee must consider the student's need for AT devices and services. Assistive technology devices and services are provided when necessary to assist a student with a disability to participate in and benefit from their educational program. The process of determining if a student requires AT to participate in and benefit from instruction, begins with the ARD Committee or the campus-based special education team supporting the student at school. The ARD Committee will:

- Review the student's present levels of performance and evaluation data to determine if there are any areas the student needs additional support to access and progress in the curriculum.
- Develop functional and/or instructional goals and objectives to address any areas of need.
- Determine tasks, if applicable, that would be required to achieve the goals and objectives identified that are significantly difficult for the student to complete with current IEP supports in place.
- If goals or objectives identified are too difficult for the student to complete with the current IEP supports, the committee may want to consider consulting with the Assistive Technology Specialist for the campus and/or an Assistive Technology Evaluation.

As a result of this consideration process, the ARD Committee may decide:

- AT is needed for the student to receive FAPE and the ARD Committee has identified the specific AT devices and/or services that the student requires. These devices and/or services are documented in the AT section of the student's IEP.
- AT is not needed at this time. The student is anticipated to progress in the educational program with the current supports and services provided either through general education or special education and related services. The ARD Committee must ensure that a student has access to technology available school-wide or in the student's classrooms (e.g., computer keyboard or mouse, felt pens, rubber grip pencils or pens) and if these are sufficient for the student to receive FAPE.
- More information is needed. In considering the student's need for AT, the ARD Committee identified tasks that were significantly difficult for the student to complete and determined that the student may require additional AT supports to complete these tasks. The ARD Committee needs to collect more information from the student's teachers and will consider consulting with the Assistive Technology Specialist for the campus and/or requesting an Assistive Technology Evaluation.

During the initial evaluation process, if there is a suspected need for AT device or services, an evaluation for AT will be conducted as part of the Full and Individual Initial Evaluation.

Resources

See Free Appropriate Public Education
Department of Education Guidance on FAPE

Autism Supplement

What's Required

Individuals with Disabilities Education Improvement Act (IDEA) defines autism as a developmental delay significantly affecting verbal communication, nonverbal communication, and social interaction. Other characteristics associated with autism are engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences. This delay generally manifests before age three. Students with pervasive developmental disorder are included under the disability category of autism.

Students qualifying with autism may be eligible to receive special education and related services in Austin ISD. The criteria used to identify a student with autism under IDEA differ from that used in the Diagnostic and Statistical Manual of Mental Disorders (DSM). The multidisciplinary team of qualified professionals conducting an evaluation of a student suspected of having autism will conduct assessments and observations, and collect relevant functional, academic and developmental data, as necessary for the ARD Committee to make an eligibility determination. The written evaluation report of a full and individual initial evaluation or a reevaluation by the group of qualified individuals must include specific recommendations for behavioral interventions and strategies. A student may not be determined eligible as a student with autism if the student's educational performance is adversely affected primarily because the student has an emotional disturbance.

Texas law requires that Austin ISD implement the Autism Supplement in a student with autism's individualized education program (IEP). The supplement requires the ARD Committee consider and address eleven specific strategies, as practicable and as needed by the student. The selection of the strategies should be contingent on the individual needs of the student. These strategies are: extended school year services, daily schedules reflecting minimal unstructured time, in-home parent and community-based training, positive behavior support strategies, transition planning, parent/family training and support, activities to achieve social/behavioral progress towards independence; communication interventions, social skills supports and strategies, professional educator/staff support, and the use of peer-reviewed, research-based practices for students with autism.

See Disability Categories - Autism
See Behavior Support and Discipline
See Commensurate School Day for more information about private therapy during the instructional day.

What We Do

As mentioned, Texas regulations require the ARD Committee to consider eleven strategies for students with autism. While all eleven strategies must be considered, the ARD Committee determines which strategies should be included in a student's IEP. If it is decided that services are not needed in one or more areas, the IEP must include a statement to that effect and the basis upon which the determination was made.

Methodologies

Education methodologies refers to systems of practices and procedures such as project-based learning, cooperative learning or applied behavioral analysis. Educational programming methodologies are not the responsibility of the ARD Committee. Appropriate instructional strategies and accommodations recommended by the ARD Committee will be documented in the ARD. The district special education office is responsible for ensuring that classroom teachers will have appropriate training in specific strategies and accommodations needed by students. Students with autism may benefit from applied behavioral analysis strategies which include a systematic approach to the assessment and evaluation of observable behavior, and the application of specific targeted interventions that alter behavior. Data collection and analysis of progress is a key component in all special education classes in Austin ISD.

Resources

TEA Definition of Autism
Texas. Education Commissioner's Rules Related to Autism
Texas Framework on Evaluations of Students Suspected of Having a Disability
Texas Statewide Leadership for Autism Training
TEA Guidance on House Bill 785: Frequently Asked Questions

Behavior Support and Discipline

What's Required

The Texas Behavior Support Initiative (TBSI) is the Texas Education Agency's (TEA) response to federal regulations such as the Individual with Disabilities Improvement Act (IDEA) and No Child Left Behind and state regulations, including Senate Bill 1196, Tex. Admin. Code §89.1053 and the Tex. Educ. Code Chapter 37, regarding research-based practices and standards school districts may employ when addressing challenging student behaviors, as well as procedures and policies which must be addressed by Local Education Agencies (LEAs).

What We Do

Austin ISD incorporates the use of positive behavior supports in its Student Success Guide (SSG) as required by TBSI. These include systematic and individualized strategies based on research-based practices that are:

- Focused on teaching social and behavioral expectations
- Culturally appropriate and
- Designed to prevent recurring inappropriate behaviors of students with disabilities

All Austin ISD students are expected to follow the rules and expectations included in the Student Success Guide (SSG). Students with disabilities will be subject to the SSG consistent with students without disabilities, provided that any discipline under the SSG shall be subject to the timelines and protections provided to a student with a disability under the Individuals with Disabilities Education Improvement Act (IDEA), including holding an ARD Committee (Manifestation Determination Review) meeting in connection with any

"disciplinary change of placement" in accordance with the district's FOF(Legal) policy. See Discipline of Students with Disabilities

Administrators will consider any special circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who has violated the Student Success Guide. In deciding whether to order in/out-of-school suspension, removal to a Discipline Alternative Education Program (DAEP), or expulsion to the Juvenile Justice Alternative Education Program (JJAEP), regardless of whether the decision involves a mandatory or discretionary action, the district must consider these special circumstances:

- Self-defense
- Intent or lack of intent at the time the student engaged in the conduct
- A student's disciplinary history
- A student's status in the conservatorship in the Department of Family and Protective Services
- A student's status as one who is homeless

Law permits an administrator to override the requirements of mandatory removal if special circumstances exist; however, it is of utmost importance that all criminal activity be posted in the district's Student Information System (SIS) and if the requirements are overridden, the campus must document the reason for this action in the removal hearing and manifestation determination review.

When a student who receives special education services is struggling with behavior, the campus may follow the behavior consultation process to ensure that it is addressed, and campuses receive support and guidance.

All procedural safeguards, including required notice and consents, will be followed throughout the process of disciplinary action for students with disabilities. Austin ISD will follow all state and federal rules regarding placement of students with disabilities in the least restrictive placement appropriate to meet their individual needs.

Austin ISD will apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

- In the Manifestation Determination review, the behavior that gave rise to the violation of the Student Success Guide is determined not to be a manifestation of the student's disability in compliance with the When Behavior Is Not a Manifestation framework;
- The student with a disability is provided services during periods of removal; and
- The parent of the student with a disability is notified of a disciplinary change of placement.

Behavioral Supports and Interventions

When a student's behavior interferes or impedes the student's learning or that of others, the ARD Committee must consider the use of positive behavioral interventions and supports and other strategies to address that behavior. To ensure that a student with interfering behaviors is instructed in the Least Restrictive Environment (LRE), the ARD Committee may consider completing a Functional Behavior Assessment (FBA) and develop a Behavioral Intervention Plan (BIP), if needed. In this situation, appropriate social/emotional/functional goals should be considered to support the individualized education program (IEP).

Functional Behavior Assessments (House Bill 785)

Some students with disabilities may demonstrate inappropriate behaviors that are part of their disability. These behaviors may make it difficult to learn, cause harm to the student or others, or isolate a student from their peers. To teach appropriate behavior skills, Austin ISD will use a functional behavioral assessment (FBA) proactively to intervene early to prevent serious problem behaviors. An FBA is the process of learning about behaviors, where they occur and what purpose they serve for a student. Individuals with Disabilities Education Improvement Act (IDEA) requires that a behavior intervention plan based on an FBA should be considered when developing the individualized education program (IEP) if a student's behavior interferes with their learning or the learning of others.

Austin ISD is also required to conduct a functional behavioral assessment of problem behaviors under certain circumstances. A functional behavior assessment is triggered when a student with a disability is removed from their instructional setting for more than ten school days, for misconduct that either:

- Is a manifestation of the student's disability or
- Is not a manifestation of the student's disability or
- Involves weapons, drugs, or serious bodily injury, regardless of the outcome of the manifestation determination review

If the school has never conducted a FBA, then the school must seek parental consent, within ten (10) school days of the change in placement, to conduct a FBA. If the school's FBA of the student is more than one (1) year old, then the school must seek parental consent, within ten (10) school days of the change in placement, to conduct a new FBA. This will lead to the school either developing a new BIP or revising the existing BIP.

Behavior Intervention Plan (BIP)

The student's ARD Committee may determine that a behavior improvement plan or a behavioral intervention plan (BIP) is appropriate for a student. In such instances, the ARD Committee determines the appropriate components of a BIP for the student's individual needs; there are no formal requirements for a BIP. If the student's ARD Committee determines that a BIP is appropriate, the BIP shall be included as part of the student's individualized education program (IEP) and provided to each responsible teacher.

- If a BIP is included as part of a student's IEP, the case manager shall ensure that the ARD Committee reviews the BIP at least annually and more frequently if appropriate to address the safety of the student or others, or changes in the student's circumstances that may impact the student's behavior.
- Circumstances that may impact the student's behavior may include but are not limited to:
  - A change of placement to a different educational setting
  - An increase or persistence in disciplinary actions for similar types of behavior
  - A pattern of unexcused absences or
  - Unauthorized unsupervised departure from an educational setting.
- If time-out is used as a consequence, school districts are required to include necessary documentation or data collection regarding the use of time-out, if any, and these must be addressed in a student's BIP or IEP.

Annual Review Required

House Bill 785 requires school districts to annually review a student's BIP, at a minimum, and more frequently as needed or when it's found to not be effective. The ARD Committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

The annual review should seek to address changes in the student's circumstances that may impact the student's behavior or to address the safety of the student or others. For example, changes of circumstances that could trigger the need to review a student's BIP may include:

- Placement in a different educational setting
- An increase or persistence in disciplinary actions taken regarding the student for similarly types of behavioral incidents
- A pattern of unexcused absences or
- An unauthorized unsupervised departure from an educational setting

Discipline of Students with Disabilities

Before taking disciplinary action against a student with a disability, the campus administrator will review the student's individualized education program (IEP) in order to ensure that regular discipline policies may be followed. Discipline interventions previously noted in the student's IEP and BIP should be followed unless the IEP is being challenged in a TEA or court appeals process.

Campus administrators must consider positive behavior interventions that can and should be used before considering any level of removal. Possible interventions include but are not limited to conferences, detention, Stay Away agreements, referral to social services, mentor program, and school/community work hours.

As a general rule, the consequences set out in the Student Success Guide apply to all students, including students with disabilities. There are, however, special rules and limitations that may apply to a student with a disability if the school proposes to:

- Change the student's placement or
- Remove the student from their current placement for more than ten collective school days during the school year

School officials will report to law enforcement authorities that a student, including a student with a disability, is suspected of committing a crime. In some instances, state law requires school officials to make a report to law enforcement. Schools that report a suspected crime to law enforcement officials must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities, provided that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA). FERPA assures the confidentiality of personally identifiable information contained in educational records. Under FERPA, personally identifiable information (such as the student's status as a student receiving special education services) can only be released with parental consent, except in certain very limited circumstances. Therefore, in most instances, in order to transmit such records to law enforcement authorities, parental consent will be required.

Manifestation Determination Review

A manifestation determination review (MDR) must be held when a student receiving special education services, or one suspected of having a disability, is removed for disciplinary reasons from their usual schedule of classes for more than 10 consecutive or a series of removals constituting a pattern of exclusion that totals more than 10 school days in one school year.

If a student is removed for a prolonged period of time, an MDR must be held within ten school days of any decision to change the placement of a student with a disability, or one suspected of a disability. A prior written notice of the meeting should be sent to the parent 5 days prior to the meeting (unless they opt to waive the 5-day waiting period).

The ARD Committee members who will participate in the Manifestation Determination discussion will depend on the type of discipline infraction, when the infraction occurred and who was present at the event. Some members of the IEP Team may not be relevant to the discussion of the discipline event. An MDR should include at least the parent, an administrator, and an evaluation specialist familiar with behavior demonstrated by the student and knowledgeable regarding the student's disability. Other relevant members should be determined in collaboration by the parents and the Austin ISD.

During the MDR, the ARD Committee must:

- Describe the student's behavior that is subject to disciplinary action
- Document current observations of the student by the instructional staff and data regarding implementation of the IEP
- Review all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents or guardians
- Review any previous FBAs or BIPS
- Revise an existing or develop a new BIP to address the behaviors leading to the change in placement or
    - If a student does not have a BIP or if the existing BIP is more than one year old, seek to gain consent to conduct a functional behavior analysis.
    - The ARD Committee will develop a timeline of completion for the FBA. Once the FBA is completed, the school must notify the parent of the outcomes of the FBA. The committee will then review it and any other relevant factors to determine if the BIP needs to be revised or develop a new BIP.
    - Parents must be provided with prior written notice of evaluation and must sign Consent for Evaluation prior to the FBA or other additional evaluation.

The ARD Committee determines if the conduct is a manifestation of the student's disability if either one of the following criteria are met:

- The conduct was caused by, or had a direct and substantial relationship to, the the student's disability or
- The conduct in question was the direct result of the district's failure to implement the IEP.

School personnel may remove a student to DAEP for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the district
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the district
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district

During removal, the student must:

- Continue to receive educational services so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals
- Receive, as appropriate, a functional behavior assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not re-occur

These services may be provided in the DAEP.

Conduct Is Found to be a Manifestation of the Disability

If the behavior is a manifestation of the student's disability, the student must be returned to the placement from which they were removed, unless the parent and the school district agree to a change of placement as part of a modification of the student's behavior intervention plan (BIP). The ARD Committee must also:

- Gain consent to conduct a functional behavioral assessment (FBA) for the behavior(s) causing the disciplinary action, if this was not previously completed, and implement a behavior intervention plan (BIP) OR
- Review any existing BIP, adjust and revise it as necessary to address the behavior

If the conduct in question was found to be a direct result of the district's failure to implement the IEP, immediate steps must be taken to remedy deficiencies and/or make appropriate changes in the student's services, accommodations, related services, supplementary aids and services, assistive devices, and/or behavior intervention strategies. The student may not be removed to the DAEP, unless it is a Mandatory Removal.

Discretionary Placement

If the disciplinary placement is discretionary, the student remains in the current placement pending the MDR. If the student is to be removed to the DAEP, the ARD Committee coordinates with the receiving staff at the DAEP to assure that special education services will continue in the DAEP.

Mandatory Removal

If the conduct in question involves drugs, weapons, or "serious bodily injury," the student may be removed for a period of up to 45 school days. If the conduct involved requires mandatory removal pursuant to district policy but is not a mandatory removal pursuant to state law, the ARD Committee must determine if there are any special circumstances that should be considered prior to agreeing to remove the student.

If the conduct involves bullying, harassment, or retaliation, the student may not be disciplined until an MDR has been held to review the conduct.

Conduct is Not a Manifestation of Disability

If the conduct is not found to be a manifestation of the student's disability, relevant disciplinary procedures may be applied in the same manner and for the same duration as the procedures would be applied to students without disabilities. The ARD Committee determines the appropriate educational setting and services. The special education and related services in a student's individualized education program (IEP) must be made available at the alternative learning center so as to enable the student to continue to participate in the general education curriculum and to make progress toward meeting their IEP goals.

Discipline of Students Suspected of Having a Disability

Students not yet eligible for special education and related services may be entitled to the disciplinary protections afforded eligible students, including the manifestation determination review process. If a student who is suspected of having a disability is subject to a change in placement, the campus administrator will contact their Campus Special Education coordinator for guidance in determining if the district had knowledge according to the federal procedures stated in Individuals with Disabilities Education Improvement Act (IDEA).

Disciplinary protections shall be afforded to a student if the district "had knowledge" that the student is a student with a disability prior to the behavioral incident at issue. The district is considered to have knowledge if:

- The parent expressed concern in writing to supervisory or administrative personnel, or a teacher of the student, that the student is in need of special education and related services;
- The parent of the student requested an evaluation of the student pursuant to IDEA; or
- The teacher of the student, or other district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other supervisory personnel of the district.

The district does not have knowledge that the student is a student with a disability if the district sought and the parent refused to permit the student to be evaluated or declined special education and related services, or if the student was evaluated by the District and determined to be ineligible by a duly constituted ARD Committee.

If the district determines that they did not have knowledge that the student was a student with a disability prior to the violation, the student will be disciplined according to the Student Success Guide (SSG). If the district determines that they did not have knowledge that the student was a student with a disability, and the parent requests an evaluation for special education during the time the student is subjected to disciplinary measures, the evaluation must be expedited and the student can remain in the disciplinary placement without education services until the ARD Committee convenes.

If the district does determine that the district did have knowledge, the student will be afforded the same protections as a student who receives special education services. The district will expedite the evaluation process, and the ARD Committee will determine eligibility, services, supports and placement for the student. The student will receive all educational services during the time the student is being evaluated.

Resources

See Continuum of Services
TEA Guidance on House Bill 785: Frequently Asked Questions
TEA's Written Summary of Restraint Use Sample Form
OSERS Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions (Revised 2022)
Texas Behavior Support Initiative (TBSI)
Texas Collaborative for Academic, Social and Emotional Learning (CASEL)
Building Skills Related to Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision Making
Texas Behavior Support Initiative
Resources for Behavior and Emotional Issues

Child Find Duty/Identification

What's Required

General Practice - Identification

Austin ISD has an obligation to identify, locate and evaluate each child, birth to age 21 inclusive, residing within the jurisdiction of the district who has a disability or is suspected of having a disability, regardless of the severity of the disability, and who is in need of special education and related services. This *Child Find* obligation—mandated by the Individuals with Disabilities Education Act (IDEA) and Texas special education law — extends to all students with disabilities, including those who are homeless, highly mobile, migrants, in foster care, homeschooled, court-involved or attending private schools within the jurisdiction of the district.

What We Do

Infants and Toddlers (Birth to Age 2)

Early intervention services are available for children from birth to age 3. Please call the HHS Office of the Ombudsman at 1-877-787-8999, select a language, and then select Option 3. The Ombudsman staff will ask for your zip code, county, or city, and provide the name and number of the local Early Childhood Intervention (ECI) program. Callers with hearing impairments may use the relay option of their choice or dial 7-1-1 to connect with Relay Texas.

- A meeting will be held with the school district and ECI program up to nine months prior to the child's third birthday to transition from ECI to school services, Head Start, or other educational settings.
- This team develops an Individualized Family Service Plan (IFSP) which is based on the infant's or toddler's needs and the needs of the family.
- Services are provided for children with disability conditions by the Early Intervention Specialist (EIS) and other service providers as outlined on the IFSP.

- For children with a visual impairment or identified as deaf or hard of hearing, a certified teacher of the deaf and or visually impaired provides services to the child in the home environment and collaborates with the EIS and IFSP team.
- Child's progress on the IFSP will be reviewed on a six-month and annual basis.

Child Referred and Placed Before Age 3

- For children referred prior to age three that are receiving ECI support, special education services must be made available to the child on their third birthday if the student is found eligible.
- Not all children served by the ECI program will qualify for special education services.

Children Ages 3 to 5

Referral Process for Children (Ages 3 to 5) Served Through Early Childhood Intervention
A parent or referral source who has concerns about a young child may obtain information about a referral by calling the Early Childhood Child Find Office at 512-414-SPED (7733) or by completing the online Early Childhood Special Education Referral Information Form.

- A meeting will be scheduled by ECI and include the district Child Find specialist to help the family make the transition from ECI services to special education services up to 9 months before a toddler receiving ECI turns three years old, if appropriate.

Referral Process for Children (Ages 3-5) Not Served Through Early Childhood Intervention

- Austin ISD provides specialized instruction and services to children ages 3 to 5 who have been identified with at least one disability as defined by TEA and who demonstrate a need for specialized instruction. Please complete the Early Childhood Special Education Referral Information Form or call 512-414-SPED (7733), and we will contact you regarding your child and your interest in early childhood special education services.
- Once the data gathering meeting has taken place, the team will determine if a full and individual initial evaluation is warranted, and if so, an additional appointment may be scheduled at that time. If data indicates a special education evaluation is warranted, a play-based assessment team member will meet with the parents or guardian to complete the referral packet including Notice of Evaluation and Consent for Evaluation. If data indicates evaluation is not necessary, parents will be provided Prior Written Notice of the school district's refusal to evaluate.
- The evaluation will be completed within 45 school days of initial parent consent.
- The ARD Meeting will be held within 30 calendar days of completion of the evaluation or prior to the child's third birthday.

Currently Enrolled Austin ISD Students Ages 5 to 21 Years

Parents are asked to contact their home campus administrator or campus Child Study Team (CST) Chair and request an evaluation. This request may be written or verbal, and the campus has 15 school days to respond to your request. Teachers who are asked about an evaluation should immediately notify their campus administration of the request for an evaluation.

The campus will send a Prior Written Notice of its decision to evaluate or not within 15 school days. A copy of the Notice of Procedural Safeguards will also be sent.

Students in Private Schools or Homeschool

The term "private school" is defined as a private elementary or secondary school, including preschool, charter school, homeschool, religious school, and instructional day or residential school that:

- Is a nonprofit entity as defined by 19 Tex. Admin. Code §89.1096(a)(1)(A)
- Provides elementary or secondary school education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of a student's progress.

In order to be considered a private school, a homeschool must provide elementary or secondary education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of a student's progress.

For private schools each district must:

- Locate, identify, and evaluate all students with disabilities who are currently enrolled by their parents in private, including religious, elementary schools and secondary schools located in the district;
- Conduct timely and meaningfully consult with representatives of private schools; and,
- Maintain and provide to TEA the number of students evaluated, determined and served under this framework.

Evaluation of Students Attending Private School or Homeschool

Students who attend non-district schools located within Austin ISD boundaries are eligible for referral, evaluation, and determination of eligibility for special education regardless of the student's district of residence.

- For students presently attending a private school or who are homeschooled, the family should request an evaluation through the home campus in Austin ISD.
    - The home campus may be identified using the School Zone Finder tool.
- Requests for special education evaluation by parents or private school personnel should never go unacknowledged. Any request for special education evaluation should be reviewed by Austin ISD's Child Find Specialist. From this review the specialist should:
    - Refer the student for special education evaluation.
    - Provide a timely response to a parent request. A decision of whether or not to assess should be communicated to parents and the private school within 15 school days of the Specialist being made aware of the request.
    - If appropriate, issue a Notice of Refusal to Evaluate to parents based on current data.
- The evaluation will be completed within 45 school days of the district's receipt of initial parent consent with the completed referral packet.
- The ARD Meeting will be held within 30 calendar days of completion of the evaluation.
- If a student attending a non-district school is evaluated and determined eligible for special education services/supports, Austin ISD's Proportionate Share program gives students access to a portion of the services on their Individual Service Plan (ISP) while continuing to access homeschool or private school.

- The regular education teacher of the student may be an employee of the private school. The district will ensure that a representative of the private school will be invited to the services plan meeting. If the representative is unable to attend, the District will share the document with the school if parent permission is obtained.

Parent-Placed Students in Private School or Homeschool

When a student with a disability is unilaterally placed by parents in a private school, the district is not responsible for providing educational services for a free appropriate public education (FAPE) until such time as the parent chooses to enroll the student in the district full time. Parent-placed private school students with a disability do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. When a parent-placed student with a disability is referred to the district, the district shall convene an ARD Meeting to determine whether the district can offer the student a free appropriate public education.

The district is not required to maintain a current individualized education program (IEP) for students whose parents have maintained an intent not to enroll in Austin ISD. Current special education evaluations are required to be maintained and ARDs should be held accordingly.

Proportionate Share

Proportionate share funds are for students parent-placed in private or home schools. Under federal law, the district must spend an amount that represents the same proportion of its federal grant on services for private or home school students as private or home school students represent within the population of disabled students served by the district as a whole. IDEA 2004 requires all public school districts to spend at least a "proportionate share" amount of federal Part B funds on special education and related services for eligible private school students.

Through Child Find efforts and consultation with private nonpublic schools, Austin ISD will make decisions regarding the use of a proportionate share of federal IDEA money. Decisions made by the district will include which eligible private school students will participate in special education services, what services will be provided, how, when, where and by whom the services will be provided.

To calculate proportionate share, the district uses a formula, which includes the total IDEA Part B funds received, the number of eligible private or home school students for whom the district is responsible, and the number of eligible public school students in the district.

Once all proportionate share funds have been allocated, additional requests will be declined for the current school year. Parents will be informed that they may request funds for the next school year. The individual service plan (ISP) describes services to be provided that may include, but are not limited to, speech therapy, occupational therapy, physical therapy, vision services, equipment, training, consultation, etc.

Individual Service Plan

If the district in which the private school is located designates a parent-placed private school student, including an eligible student age three or four whose parents declined dual enrollment, to receive special education services, the district must initiate and conduct ARD Meetings to develop, review, and revise an Individual Services Plan (ISP) for the student that:

- Describes the specific special education and related services that the district will provide to the student through proportionate share;
- Ensure that a representative of the private school attends the meeting and
- Use other methods to ensure the participation of the private school, including conference or individual telephone calls if the representative cannot attend the meeting.

Services provided under the Proportionate Share agreement may be provided on the premises of private, including religious, schools to the extent consistent with law.

The ISP team includes the same participants as would be included in an ARD Committee for the student. The parents, a representative of the private school, minimum of one regular education teacher of the student if the student is or may be participating in a regular education environment, minimum of one special education teacher or special education provider of the student, a representative of the Austin ISD who is qualified to provide or supervise the provision of special education, is knowledgeable about the general curriculum and the availability of resources in the Austin ISD; a person who can interpret the instructional implications of evaluation results, the student, if appropriate; and at the discretion of the parent or the Austin ISD, any other individuals who have knowledge or special expertise regarding the student, including related services personnel if appropriate.

An ISP is not the same as an IEP and does not confer an entitlement to services; the district makes the determination of how and what services will be provided. A parent may refuse services proposed in an ISP. The district is required to invite a representative of the student's private school to participate in the ISP meeting. The district supplies an administrator and a representative service provider to assist in writing goals and determining the level of services proposed.

If the parents request services through proportionate share funds, district and private school representatives meet with the parent to develop an Individual Service Plan (ISP). While parent-placed private school students with an ISP may receive services, no parent-placed private school student with an ISP has a right to receive some or all the services the student would receive if enrolled in a public school.

An eligible private school student with a services plan in one school year has no right to a services plan in a subsequent school year. Austin ISD is responsible for determining eligible private school students who will participate each year.

Parents of parent-placed private school students are not entitled to receive a due process hearing to challenge the contents of an ISP. Due Process is available to challenge the Child Find process. Parents may file a complaint with TEA regarding the district's failure to meet private school consultation requirements. The complaint must be filed with the district in which the private school is located and a copy must be forwarded to TEA.

Consultation Process

Austin ISD will carefully consider the information from private schools and parents of eligible private school students regarding use of available federal funds. At least annually, Austin ISD will consult on the following:

- Proportionate share of funds
- How special education services may be provided
- Explanation of services
- How parent-placed private school students suspected of having a disability can participate equitably and
- How parents, teachers, and private school officials will be informed of the process

Any other topics appropriate for consultation including all Federal Regulations listed.

Consultation methods with administrative and parent representative of eligible private school students may include any or all of the following:

- Individual meetings with private school officials and the representative of parents of eligible private school students
- One or more group meetings with private school representatives and representatives of parents of eligible private school students
- Written correspondence to all private schools known to the Austin ISD to be within district boundaries. written correspondence to parents known to the Austin ISD who homeschool their students
- Written correspondence to parents of eligible private school students

Austin ISD will collect and keep on file any written affirmations. If unable to obtain a written affirmation, the Austin ISD will submit documentation explaining the attempts to secure the written affirmation to TEA at: sped@tea.state.tx.us.

After consultation, a complete child find process is conducted to determine the total number of eligible students with disabilities placed by parents in private schools. Consultation will be timely taking place prior to the designation of eligible private school students to participate in the Austin ISD's special education supports and services.

Students Ages 5 to 21 Transferring to Austin ISD Who Currently Already Receive Special Education Services

All campuses in Austin ISD are equipped to provide a range of special education services. Families should first begin by enrolling their student at the home campus based on your address. To find your home campus, please go to Austin ISD's School Zone Finder and enter your address. Once you know your home school, you must register your student on Austin ISD's Enrollment Page.

Charter Schools

Students Ages 5 to 21 Attending Charter Schools

Charter schools receive federal funding, and the charter school staff should address any needs for special education instruction or services.

Child Find Duty for Students Placed in DAEP

Effective this school year, there is a new mandatory child find element that requires campus administrators to provide information about requesting a special education evaluation to parents of students who exhibit academic difficulties in reading, spelling, written expression or complex conditions and behaviors that could results from undiagnosed learning disabilities. This information about requesting an evaluation for special education must be provided when such a student is:

- Placed at Disciplinary Alternative Education Program **and**
- Transitioning back to campus after a DAEP placement

Parents must be informed as follows: "The District is required to inform you of your right to request a full and independent initial evaluation (FIIE) to determine if your student is a child with a disability. If you believe your student may have a disability and needs to receive special education or related services, please contact your campus administrator to initiate the evaluation process."

At the removal hearing and the transition meeting, provide the parent with a copy of the Notice of Procedural Safeguards (Spanish).

Public Notification

Austin ISD annually notifies and informs the district community of a student's right to a free appropriate public education and the programs and services available to eligible students, as well as the right to request an evaluation for special education and related services. The district endeavors to distribute written information in both English and Spanish to every enrolled student's family regarding IDEA's *Child Find* and free appropriate public education (FAPE) requirements, to inform them of the options and requirements for identifying students who may be suspected of having a disability and have an educational need for special education and specially designed instruction. The district's community-wide efforts may include:

- Publishing a *Child Find* notice in a local newspaper of general circulation;
- Posting or linking the district's *Child Find* notice on the district's website; and
- Placing a *Child Find* notice in locations where potentially eligible students and their parent(s) are likely to see it, like disability-related community agencies, hospitals, or daycare centers.

The district's *Child Find* notice is available to the public and to parents in both English and Spanish on the district's website. Together with the district's annual *Child Find* notice, the district includes information indicating where members of the Austin ISD community can access the district's processes and procedures for initiating a referral for special education services eligibility evaluation. The district also offers annual training to teachers and staff regarding the district's responsibility to actively identify and appropriately refer for evaluation students suspected of being in need of special education and related services, consistent with these *Special Education Operating procedures* ("Operating procedures").

Timeline

Once school or district administrators are notified of a parental request to evaluate for special education, the campus shall provide the parents with a Prior Written Notice for evaluation or refusal to evaluate within 15 school days. A copy of the Procedural Safeguards and a Parent's Guide to the Admission, Review, and Dismissal Process should be provided to the family at this time.

If the district agrees to evaluate, a consent meeting will be scheduled. A comprehensive Full and Individual Initial Evaluation (FIIE) must be completed and a written report submitted within 45 school days of obtaining consent. If a student is absent three or more days during the evaluation period, then the evaluation timeline is extended by the number of days absent. This evaluation will determine (1) if the student has a disability according to the eligibility criteria and (2) the educational needs of the student.

In Texas, the ARD Committee must meet, determine eligibility, and reach consensus on an initial individualized education program (IEP), if applicable, within 30 days of the written evaluation being submitted.

Resources

See Referral Process and Full and Individual Initial Evaluation
Austin ISD Website: Child Find
Austin ISD Information on Child Find
Austin ISD Website: Project Hope & Empowerment
Austin ISD's Early Childhood Special Education Referral Information Form
Austin ISD's School Zone Finder (Locate your home school)
Austin ISD's Enrollment Page
Notice of Procedural Safeguards - English Spanish
A Parent's Guide to the ARD Process - English Spanish
TEA Guidance Related to Evaluations: Review of Existing Evaluation Data (REED) and Reevaluation
Delayed Evaluations and Compensatory Services (October 2021)
SB139 Notice Requirements and Student Handbook Statement
Response to Intervention (RtI) and Learning Disability (LD) Eligibility:

Commensurate School Day

What's Required

Students with disabilities must have available an instructional day commensurate, or equal length,with that of students without disabilities. Commensurate means students with disabilities and their non-disabled peers:

- Have a school day with same beginning and end time and
- Attend school for the same number of hours

The ARD Committee will determine the appropriate instructional setting and length of instructional day for each student.

The school day for students with disabilities cannot be shortened due to administrative convenience such as the schedule of bus routes, or parents' convenience such as their work location or schedule. This requirement applies to all students with disabilities ages 3-21 regardless of their disability, type of class, or program. If a student attends private therapy during the school day, the student's schedule cannot be shortened to accommodate the student's private therapy schedule.

What We Do

The ARD Committee may consider, review, and document a shorter school day based on the individual needs of the student. If a parent is accessing a private therapy (for instance, ABA, speech or occupational therapy) for a student with autism during the school day, but away from the school campus, Texas law provides for an excused absence exception for these particular students. It is handled like any other doctor's appointment that occurs during the school day.

Length of Instructional Day

The ARD Committee must plan a complete educational program for students regardless of whether the parents may elect to access and pay for private services during the school day. The ARD Committee must develop a schedule reflecting the full instructional day with consideration in scheduling to support the student in making progress on goals and objectives.

The ARD Committee should not reduce the instructional day to make allowances for medically related therapies. The school day for students with disabilities cannot be shortened due to administrative convenience such as the schedule of bus routes, availability of private therapy appointments, or parents' convenience such as their work location or schedule.

Any variation in the length of school day will be thoroughly documented in the IEP and the specific plan for returning the student to a normal school day (the same as nondisabled peers) will be developed in the ARD Meeting. Should a licensed physician recommend a shortened school day for a student, the ARD committee may consider that.

Note: To serve the student in the least restrictive environment, parents will be asked to submit a release for confidential health information so Austin ISD may collaborate with the diagnosing medical professional to discuss possible accommodations, modifications, supplementary aids and services.

Private Therapy During the Instructional Day

Austin ISD is required to provide all special education and related services that are necessary to meet the student's educational needs, including school-based therapy. School-based therapy differs from clinical therapy in terms of the purpose of the therapy, the roles of the therapists, and the types of support they provide. School-based therapy provides services to students and works closely with educational staff and families to support a student's learning in the least restrictive environment. The focus of school-based therapy is to support

a student's ability to participate in the school environment and school activities. Clinical therapies focus on minimizing the impact of the student's disability and isolating skills to facilitate independence in activities.

Private therapy sessions are not permitted on the campus during the instructional day. Any kind of private therapy should be occurring outside the school day because the student will miss out on direct instructional time, or alternatively, miss the opportunity to be with non-disabled students in the general education setting. When a student attends private therapy during the school day, this necessarily shortens the instructional school day.

At their discretion, parents often provide varying kinds of private therapy at their own expense before or after school hours that are over and above what the school must provide for the student to address the student's educational needs under their Individualized Education Plan. This does not mean that the private therapist is to be given the opportunity to provide services in the public school setting. Austin ISD does not permit private therapists to use school facilities during the school day pursuant to Board Policy GKD (Regulation).

- If the student receives special education or Section 504 services, the school must schedule and hold an 504/ARD Meeting to determine whether additional services or evaluations are needed to meet the student's educational needs. If the 504/ARD Committee determines that the services are educationally necessary, the district is obligated to provide the services and should revise the individualized education program (IEP) to include them.

Note: To serve the student in the least restrictive environment, parents will be asked to submit a release for confidential health information so Austin ISD may collaborate with the medical professional to discuss possible accommodations, modifications, supplementary aids and services.

If parents elect to shorten the instructional day for said therapies, and these therapies begin to impact the student's ability to make progress on their IEP goals, an ARD Meeting should be proposed by the district.

Resources

See Individualized Educational Program
TEA Guidance on Commensurate School Day
AISD Board Policy EHBA

Compensatory Services

What's Required

Senate Bill (89), COVID-19 Special Education Recovery Act

State Bill (SB) 89 became law on June 7, 2021, taking effect immediately. Known as the COVID-19 Special Education Recovery Act, SB 89 added Texas Education Code §29.0052. This act is intended to help local education agencies identify and address special education and related service interruptions during the

COVID-19 pandemic. The act requires that the individualized education program (IEP) of each student enrolled in a Local Education Agency (LEA)'s special education program during the 2019-2020 or 2020-2021 school year include certain documentation. No later than May 1, 2022, Admission, Review, and Dismissal (ARD) committees must complete a required supplement as a written statement included in the student's IEP.

The required supplement must include the following information:

- If applicable, whether the written report of the student's full and individual initial evaluation (FIIE) was completed during the 2019-2020 or the 2020-2021 school year and, if so, whether the report was completed by the required date;
- If applicable, whether the student's initial IEP was developed during the 2019-2020 or 2020-2021 school year and, if so, whether the program was developed by the required date;
- For all students with an IEP, whether the provision of special education and related services to a student under their IEP during the 2019-2020 or 2020-2021 school year was interrupted, reduced, delayed, suspended, or discontinued; *and*
- Whether compensatory educational services are appropriate for the student based on the above information, or any other factors.

While the required content must be included with the written statement of the IEP, the specific location and format of the information may be determined locally. Documentation of the required elements of SB 89 may be included within the ARD Committee deliberations and/or as a supplemental form that is included as part of the ARD Committee paperwork. If the student's ARD Committee documented all required information in the written statement of the IEP during the 2020-2021 school year, then the ARD Committee is not required to prepare an additional supplement for this purpose.

Delays to Evaluations and IEP Development

If a student is in the process of being evaluated and the evaluation is delayed for any reason, the ARD Committee must consider compensatory services. TEA defines compensatory services as those educational services that are required for a student to make up for skills or learning lost when services described in an individualized education program (IEP) were not provided. The ARD Committee will determine whether, and to what extent, compensatory services are required.

What We Do

Before May 1, 2022, Austin ISD campuses held ARD Meetings for every student receiving Special Education services to complete a COVID-19 Recovery Act supplement as part of the student's IEP. Each supplement identified any special education and related service interruptions during the COVID-19 pandemic and, if needed for the individual student, detailed the compensatory services that student would receive.

Austin ISD ensures that the IEP for each student who was enrolled in the district's special education program during the 2021-2022, 2022-2023, and 2023-2024 school years, includes a written statement that indicates whether that student's evaluation was completed by the date required. Austin ISD will also, if applicable, indicate whether the student's initial IEP was developed by the 30-school day requirement. If either the

evaluation or the student's IEP was not developed within the federal timeline, the ARD Committee will address potential compensatory services.

Decisions about compensatory services are made on an individual basis based upon the student's needs. If the campus of the student has knowledge that an evaluation was delayed or the development of the IEP was delayed, the student's case manager should consult with their campus administrator and department chair about compensatory service options that can be offered. If the campus has difficulty determining offerings that would be applicable to the student, they will contact their Special Education Campus Support Coordinator for assistance.

The ARD Committee will address compensatory services within the student's IEP in the student's schedule of services and reflect all decisions made in the deliberations and Prior Written Notice. If compensatory services are determined to be needed, the ARD Committee will document the following in the IEP:

- Area of compensatory service;
    - For example: Math Instruction, Reading Instruction, Writing Instruction, Counseling as a Related Service, occupational therapy (OT) or physical therapy (PT) services, etc.
- Start and end date of services;
    - For example: Date during the school year, a summer compensatory program, etc.
- Duration or length of service;
    - For example: 20 minutes a session, 30 minutes a session, etc.
- Frequency of the service;
    - For example: Once a week, twice a week, etc.
- Materials, equipment, or supplemental aids needed for services/
    - For example: Specific materials needed such as a calculator, book, etc.
- How will progress be monitored?
    - For example: Concurrent to IEP progress reports, every 3 weeks, etc.
- When will the ARD Committee come back to review progress from services?

The awarding of compensatory services must be reasonably calculated to bring the student to the position the student would have been in if the appropriate services had been provided in the first place. Compensatory services are IEP driven, student specific, and ARD Committee reviewed and determined.

Resources

See Public Health-Related Protocols
See Reevaluations
See Referral Process and Full and Individual Initial Evaluation
TEA Guidance on Delayed or Denied Evaluations English and Spanish
TEA Guidance: Compensatory Services - Summer 2020

Continuum of Services

What's Required

Individuals with Disabilities Education Improvement Act (IDEA) requires that students with disabilities are to be educated with students without disabilities in the Least Restrictive Environment (LRE). This means that students with disabilities must be educated with students who do not have disabilities to the maximum extent appropriate. Removal of a student from the regular educational environment may only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Austin ISD provides a range or continuum of placement options. When making placement decisions, the ARD Committee should consider the full range of options that might be appropriate based on the individual needs of the student and the environment in which the student will most likely make progress.

What We Do

When developing the IEP, the ARD Committee must consider the following to determine the placement of a student served through special education:

- Placement must be in the least restrictive environment (LRE) based upon the student's unique educational needs and circumstances, rather than by the student's category of disability.
- Placement is not the specific physical location or site where the services will be delivered.

Special education services are provided on a continuum as follows:

- General education with consultation services from special education
- General education with instructional modifications and/or accommodations with supplementary aids and services from special education
- Special education instructional services less than 21% of the school day
- Special education instructional services at least 21% and less than 50% of the school day
- Special education instructional services at least 50% and no more than 60% of the school day
- Special education instructional services more than 60% of the school day
- Specialized school within the district
- Homebound instructional services
- Hospital or residential facility instructional services
- Nonpublic school residential facility services

Resources

See Homebound Services
See Out of District Placement
Texas Education Agency Question and Answer Document on Least Restrictive Environment (English, Spanish)
Texas Administrative Code (RULE §89.1094) Students Receiving Special Education and Related Services in an Off-Campus Program

TEA's The Least Restrictive Environment: Question and Answer Document

Counseling and Psychological Services

What's Required

Counseling as a Related Service and Psychological Services may be provided to students with disabilities who have chronic, severe behavioral, emotional, or social difficulties and require specialized instruction provided in special education.

According to the Individuals with Disabilities Education Improvement Act (IDEA), counseling as a related service is provided by qualified mental health professionals. In Austin ISD, these services may be provided by qualified social workers, school psychologists, professional school counselors, or other qualified personnel such as interns supervised by licensed or certified professionals.

Austin ISD will provide counseling as a related service, such as:

- Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
- Consulting with other staff members in planning school programs to meet the special educational needs of students as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for student and parents; and,
- Assisting in developing positive behavioral intervention strategies.

Psychological services as defined by IDEA include some services not defined strictly as psychological in nature and therefore can be appropriately provided by other trained personnel including behavior specialists, school social workers, evaluation specialists, interns and counselors. These would include gathering information about student behavior, behavioral program planning, educational testing, and developing behavioral intervention strategies.

An ARD Committee is responsible for determining the appropriateness of counseling as a related service and psychological services based on the individual educational needs of a student, regardless of the disability categories. The ARD Committee may gain parental consent to evaluate for special education counseling services.

What We Do

Counseling as a Related Service and/or Psychological Services Referral

Austin ISD requires general education teachers to use Multi-Tiered Systems of Support to support social-emotional learning, academic achievement, and assist with behavioral needs of the student. Prior to requesting an evaluation, school personnel will document previous educational efforts and strategies and the results of those efforts including participation in or consideration for other programs within Austin ISD. Interventions and supports for individual students are documented in the district's eCST portal and under the student's electronic file. If a need arises, the classroom teacher will request a Child Study Team (CST) meeting to review learning and/or behavioral concerns. Should the CST determine a referral to special education is warranted for a suspected disability and counseling as a related service and/or psychological services evaluation should be conducted as a part of that assessment, the CST chair will complete all required forms, upload them to the digital records system, and refer the student for a Special Education evaluation. Counseling as a related service (CARS), and psychological services should be considered as part of an initial evaluation for students who are suspected of having an emotional and/or behavioral disability. This will be considered and documented in the student's full and individual initial evaluation (FIIE). For the FIIE, the assigned evaluator will provide Notice of Procedural Safeguards to the parent, along with the Notice of Proposal to Evaluate, and obtain Consent for Evaluation.

For students currently receiving Special Education Services and counseling as a related service or psychological services are suspected to be needed for the student to make progress on their IEP, an evaluation may be requested through the ARD Committee meeting. The ARD Committee will ensure that the student's ARD notice includes a review of existing evaluation data (REED) to discuss the evaluation and that the appropriate committee members are invited to the meeting. When a counseling and/or psychological service evaluation is being requested, a District Mental Health Specialist (MHS) or School Psychologist (LSSP) must be invited to the ARD meeting. The Mental Health Specialist (MHS) or School Psychologist (LSSP) will complete the REED paperwork and if agreed upon by the Committee, provide Notice of Procedural Safeguards to the parent, along with the Notice of Proposal to Evaluate, and obtain Consent for Evaluation.

Mental Health Specialists (MHS)

In Austin ISD, the position of a MHS holds a Masters Degree and is State credentialed as a Licensed Psychologist (LP), Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapist (LMFT), School Psychologist (LSSP),Licensed Clinical Social Worker (LCSW), or a clinically supervised Licensed Master Social Worker (LMSW). Austin ISD Mental Health Specialists complete counseling as a related service and psychological service evaluations to assist in determining students eligible for services. If eligible for services, they provide therapeutic related service counseling as needed for the individual student, and support the student's campus with consultation, advocacy, and professional development in mental health issues. The services provided by a mental health specialist are consistent with all applicable professional standards.

See Continuum of Services
See Reevaluations
See Referral and Full and Individual Initial Evaluation
Texas School Mental Health: Best Practices

Deaf/Hard of Hearing Services

What's Required

Austin ISD must ensure that to the maximum extent appropriate, students with disabilities, including students with deafness or hearing impairment, are educated with students who are nondisabled. There must be a continuum of alternative placements available to meet the needs of students with disabilities and ensure the appropriate instructional arrangement or setting, and Austin ISD must ensure that special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

For the child from birth through two years of age with auditory impairment, an individualized family service plan meeting must be held in place of an ARD Meeting and the Local Education Agency (LEA) must comply with the Ages 0-5 framework. See Child Find/Identification

What We Do

Opportunities for direct communications with peers and professional personnel in the student's language and communication mode will be specifically addressed by the ARD Committee. For a student who is deaf or hard of hearing, the ARD will consider assistive technology needs. Discussion of needs of the student in this area will be documented on district forms and filed by the evaluation specialist in the student's special education eligibility folder.

Regional Day School Program for the Deaf

For students who require specialized instruction from a Teacher of the Deaf and Hard of Hearing, Austin ISD is the home for the Austin Regional Day School Program for the Deaf (RDSPD), and these services may be utilized when appropriate. Austin RDSPD offers comprehensive services for students who are deaf or hard of hearing from birth to age 22 and supports deaf and hard of hearing students in Austin ISD, Del Valle ISD, and Eanes ISD

Evaluation Procedures

The procedures and materials used for the assessment and placement of the student who is deaf or hard of hearing must be in the student's preferred mode of communication.

The evaluation data reviewed by a group of qualified professionals in connection with the determination of the student's disability based on being deaf or hard of hearing must include:

- An otological examination performed by an otolaryngologist, or by a licensed medical doctor with documentation that an otolaryngologist is not reasonably available;
- An audiological evaluation performed by a licensed audiologist; including a description of the implications of the hearing loss in a variety of circumstances with or without recommended amplification; and
- An assessment of the student's potential for communication through a variety of means, including: Oral (spoken) and Aural (hearing), Fingerspelling, and/or Sign Language.

Eligibility Criteria

A student identified as deaf or hard of hearing is one who has been determined to meet the criteria for deafness or for hearing impairment.

Deafness means a hearing impairment that is so severe that the student is impaired with processing linguistic information through hearing, with or without amplification, that adversely affects the student's educational performance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance but that is not included under the definition of deafness.

What We Provide

Austin ISD provides a full continuum of services based on the individual needs of each student:

- General education classroom with consultative support from a deaf ed certified teacher
- General education classroom with direct instructional services from a deaf ed certified teacher
- A combination of general education and self-contained special education classes with consultative and/or direct instructional services from a deaf ed certified teacher
- Self-contained special education classroom with the consultative and/or direct instructional services from a deaf ed certified teacher
- Daily direct instruction from a deaf ed certified teacher at an Regional Day School Program for the Deaf (RDSPD) cluster site placement
- Access to educational interpreters as determined by the ARD Committee

The components of the IEP/services for students who are Deaf or Hard of Hearing:

- Determined by the ARD Committee
- Based upon individual needs of each student as identified by a full evaluation and/or PLAAFP
- May include related services such as Audiological Management, Speech Therapy, and/or Interpreting Services as determined by the ARD Committee
- May include Assistive Technology support
- May include individualized Accommodations, Modifications, Supplementary Aids and Services

Personnel have knowledge and competencies in the following areas:

- Extent to which significant hearing loss impacts access to the general curriculum, social skills and skills for daily living

- Specially designed instruction
- Specialized skills for developing language skills through a variety of communication modes (simultaneous communication, listening and spoken language)
- Accommodations, Modifications, Supplementary Aids and Services
- Technology supports including but not limited to Hearing Assistive Technology, cochlear implants, hearing aids

Resources

See Accessible Instructional Materials
See Child Find/Identification
See Disability Categories - Deaf-Blindness and Deaf/Hard of Hearing
ESC 13 Resources
Texas DHH Ed Statewide Website
TEA Sensory Impairment Resources

Disability Categories

What's Required

To be eligible for special education services, a student must first qualify in one or more of the disability categories listed below. In addition, each disability criteria requires addressing how the disability adversely impacts a student's educational ability to access the general education curriculum.

Note: A student with a disability, who is determined by the ARD Committee to meet eligibility criteria for one or more disabilities but has no need for special education and related services, is not considered disabled under Individuals with Disabilities Education Improvement Act (*IDEA 2004*). *Eligibility for services under Section 504 may be considered in these cases.*

Autism

Autism Spectrum Disorder describes a student with a developmental disability that significantly affects verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with Autism include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and/or unusual responses to sensory experiences.

Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance, as defined below.

Deaf-Blindness

To qualify for a disability under Deaf-Blindness, a student would have documented concomitant hearing and visual impairments, of which, the combinations cause such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. See Deaf/Hard of Hearing Services and Visual Impairments Services.

Deaf/Hard of Hearing

A Deaf/Hard of Hearing disability applies to a student with a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects their educational performance. See Deaf/Hard of Hearing Services.

Emotional Disturbance

An Emotional Disturbance disability is met when a student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects their educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they meet criteria for an emotional disturbance as described above.

Intellectual Disability

An Intellectual Disability is demonstrated when a student presents with significantly subaverage general intellectual functioning and deficits in adaptive behavior, generally manifested during the developmental period, that adversely affects a student's educational performance.

Multiple Disabilities

Multiple Disabilities is met when a student presents with concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment). The combination of these impairments must cause severe educational needs that cannot be accommodated in special education programs solely for one of the impairments. It is important to note that this category does not include Deaf-Blindness.

Non-Categorical Early Childhood

A child can be found to have a Non-Categorical Early Childhood disability if they are between the ages of 3-5 and evaluated to have an intellectual disability, an emotional disturbance, a specific learning disability, or autism.

Orthopedic Impairment

An Orthopedic Impairment applies when a student's severe orthopedic impairment adversely affects their educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment

An Other Health Impairment applies when a student presents with limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; *and*
- adversely affects a student's educational performance.

Note: To serve the student in the least restrictive environment, parents will be asked to submit a release for confidential health information so Austin ISD may collaborate with the diagnosing medical professional to discuss possible accommodations, modifications, supplementary aids and services.

Specific Learning Disability

A student is one with a Specific Learning Disability if one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

A student with a specific learning disability is one who:

- Has been determined through a variety of assessment tools and strategies to meet the criteria for a specific learning disability;
- When provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards as indicated by performance on multiple measures such as in-class

tests, grade average over time (e.g., six weeks or semester), norm- or criterion-referenced tests, and statewide assessments, does not achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the following areas: oral expression; listening comprehension; written expression; basic reading skill; reading fluency skills; reading comprehension; mathematics calculation; or mathematics problem solving.

- Meets one of the following criteria:
    - Does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above; or
    - Exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state-approved grade-level standards, or intellectual development that is determined to be relevant to the identification of a specific learning disability, using appropriate assessments'
- Underachievement by a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics.

It is important to note that qualifying as a student with a specific learning disability does not include those with learning problems that are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; or environmental, cultural, or economic disadvantage.

Speech Impairment

Speech Impairment applies to a student with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects their educational performance.

Traumatic Brain Injury

Traumatic Brain Injury applies to a student with an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

Traumatic brain injury does not apply to students with brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairment

Visual Impairment, including blindness, applies to a student with an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Discontinuing Special Education Services

What's Required

Special education and related services are available to all eligible students ages 3-21. The ARD Committee determines whether a student has a disability and by reasons of the disability, needs special education and related services. Considerations for determining the need for special education services include:

- The full and individual evaluation (FIE) that determines if the student has a disability condition recognized under Individuals with Disabilities Education Improvement Act (IDEA)
- The age ranges that are served through special education are 3-21 years
- Parental consent for services

What We Do

No Longer Eligible for Services

If the ARD Committee determines that a student does not have a disability under IDEA based upon an evaluation, or if the committee finds that the student does not need specially designed instruction provided through special education as a result of the disability, the committee will determine that the student is not eligible for special education services. The ARD Committee will document this in their ARD Meeting and provide the parent with prior written notice to discontinue services.

Services Through Age 21

Special education services are available to all eligible students ages 3-21. A student receiving special education services who is 21 years of age on September 1 of a school year shall be eligible for services through the end of that school year or until graduation with a regular high school diploma, whichever comes first. Graduation with a regular high school diploma terminates a student's eligibility to receive special education services.

Revocation of Consent for All Special Education Services

Parents have the right to revoke consent for services at any time. If the parent chooses to revoke consent for services, Austin ISD must discontinue providing special education and related services to the student. A district evaluation representative will meet with the parent to obtain a signed Prior Written Notice: Revocation of Consent. This form will be scanned and uploaded into the student's special education audit folder.

Summary of Performance

Graduation with a regular high school diploma terminates a student's eligibility to receive special education and related services. A summary of performance (SOP) is required when a student's eligibility terminates due to

graduation with a regular high school diploma or when the student exceeds the age eligibility for a free appropriate public education.

The SOP addresses both academic and functional performance and must consider, as appropriate, the views of the parent, the views of the student, and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals.
An evaluation must be included as part of the SOP for students graduating based on:

- Completion of the credit requirements for graduation under the Foundation High School Program or the Minimum High School Program through courses, one of more of which contain modified curriculum
- Satisfactory performance on required end-of-course assessments, unless the ARD Committee has determined that satisfactory performance on the required end-of-course assessments is not necessary for graduation, and
- Completion of the IEP as well as compliance with TEA's Graduation Framework.

Resources

Region 18 ESC Framework
See Transition and Graduation - Summary of Performance

Dyslexia/Dysgraphia Services

What's Required

Early Intervention, Identification, and Support for Students At-Risk for Dyslexia
"Dyslexia" is a specific learning disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district.

The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder are implemented in the district. A school district's strategies for screening for dyslexia and related disorders must be implemented in accordance with the Dyslexia handbook Procedures Concerning Dyslexia and Related Disorders. Screenings should only be done by individuals/professionals who are trained to assess for dyslexia and related disorders.

What We Do

All kindergarten and first-grade students must be screened for dyslexia. Kindergarten students will be screened by the end of the year, and the screener must address Letter Naming Fluency and Phonological Awareness. The law requires that all students beyond first grade be screened or tested as appropriate. The appropriate time depends on multiple factors including:

- Student's reading performance
- Reading difficulties
- Poor response to supplemental, scientifically based reading instruction
- Teacher input
- Input from parent

A district may not use early intervention strategies, including Multi-Tiered Systems of Support (MTSS), to delay or deny the provision of a full and individual evaluation to a student suspected of having a specific learning disability, including dyslexia or a related disorder.

Evaluations and Identification of Students with Dyslexia

To meet federal and state requirements, AISD provides timely evaluation and identification of students with a suspected learning disability such as dyslexia. The multidisciplinary professionals conducting evaluations (e.g. school psychologists, educational diagnosticians, and/or dyslexia specialists) for the identification of dyslexia look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, and early language experiences as part of a comprehensive evaluation. If dyslexia is suspected, at least one member of this evaluation team must be an educational professional with specific knowledge of the reading process, dyslexia and related disorders, and dyslexia intervention.

If it is suspected that a student has dyslexia or a related condition, the school must seek parent consent to conduct a Full Individual Initial Evaluation (FIIE) or a Full Individual Evaluation (FIE) through special education. Evaluations through the special education process make sure that students who are eligible for special education services are identified and provided the support they need. If your student is evaluated for dyslexia or a related disorder, your child will also be evaluated in any other areas in which there are suspected disabilities. Students are not evaluated or admitted into special education without parent consent.

Any family whose child is being served through Section 504 for dyslexia or related disorders, can also request evaluation through special education, by contacting their child's school principal or campus Section 504 coordinator. For more information, please visit Austin ISD Dyslexia or Special Education.

Determination of Services

The ARD Committee will determine whether the student qualifies as a student with dyslexia and if there is a corresponding need for specially designed instruction because of the disability. If a student is not found eligible under IDEA, but is identified with the condition of dyslexia and not in need of evidence-based dyslexia instruction or any other special education services, the student will be referred for a Section 504 evaluation. The Section 504 Committee should develop an appropriate plan without delay that includes appropriate reading instruction. Parents of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models.

Evidence-Based Instruction for Students with Dyslexia and Related Disorders

A school district's techniques for treating dyslexia and related disorders must be implemented in accordance with the Dyslexia Handbook. Appropriate dyslexia instruction means critical evidence-based components of dyslexia instruction and delivery. Appropriate dyslexia instruction provided to all students with dyslexia and related disorders must include the components of instruction and instructional strategies for:

- Phonological awareness
- Sound/Symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Vocabulary
- Reading Fluency

The dyslexia instructional program must be explicit, systematic and intentional in its approach. An ARD committee determines the need for this specially designed instruction which takes place in a small group setting. This evidence-based program must be implemented with fidelity by an appropriately trained instructor known as a Provider of Dyslexia Instruction (PDI). In Austin ISD, this may be a dyslexia teacher, a dyslexia interventionist, a special education teacher or a general education teacher who has completed training in the program being delivered.

Public Education Information Management System (PEIMS) Reporting

The district shall submit PEIMS coding reports to the state.

Training

General education and special education teachers are provided training annually on screening for dyslexia, dyslexia characteristics, the referral process, and strategies to use in the classroom. Austin ISD provides the parent digital access to our state dyslexia handbook via our Special Education web site and via our district's Dyslexia webpage.

Resources

TEA Dyslexia Handbook
Austin ISD Board Policy EHBAE and FB

Early Childhood Special Education

What's Required

Austin ISD shall provide special education and related services to a child with a disability. For the Early Childhood Special Education services (ECSE), the child is three, four, or five years old and has been evaluated and meets eligibility criteria for at least one of the Individuals with Disabilities Education Improvement Act (IDEA) disability categories. An ARD Committee determines if the child needs special education and/or related services. For students referred and placed prior to their third birthday, please see Child Find.

Austin ISD coordinates with Texas Health and Human Services Commission (THHSC) or its local designees—the Early Intervention Agency—to notify parents or guardians of the availability of the ECSE program for students in the district who are at least 3 years of age but younger than 6 years of age and who are potentially eligible for enrollment in Austin ISD's IDEA Part B Early Childhood Special Education (ECSE) program. Additionally, at least 90 days before the 3rd birthday of a child with a disability under Part C, who may be eligible for preschool special education and related services under Part B, the Early Intervention Agency—must notify the district that the child will shortly reach the age of eligibility for Austin ISD's ECSE program.

What We Do

Austin ISD provides special education services to eligible 3, 4, and 5-year-old children with disabilities in Early Childhood Special Education.

- For children referred prior to age three as a referral through an early intervention program while receiving services through ECI, special education services must be made available to the child on their third birthday if the child is found eligible.
- A child who is four years old on or before September 1st and meets district pre-kindergarten requirements may enroll in the district's pre-kindergarten program. Certain procedures must be met for pre-kindergarten attendance.
- A student must be five years of age on or before September 1st to participate in the district's kindergarten program.
- If the child is to be evaluated by our district, the child participates in a screening and the parent completes appropriate referral paperwork, notice and consent. Based on the referral information, the assessment will be assigned to an arena assessment team or a speech-language pathologist. An arena assessment allows for an interactive and integrated process across domains to get a holistic picture of the child. The evaluation team and/or the Speech-Language Pathologist (SLP) completes the evaluation report.
- The evaluation must include:
    - A comprehensive measure of intelligence
    - A measure of adaptive behavior
    - Age-appropriate developmental/academic evaluation
    - A speech/language evaluation
    - A psychological evaluation if emotional or behavioral concerns are present

    - An assistive technology/augmentative communication assessment if determined to be necessary by the speech-language pathologist or evaluation specialist upon review of the referral paperwork
    - Other Health Impairment (OHI) disability forms will be presented to the parent by the evaluation specialist if relevant information is provided to determine its relevance.
        - *Note: To serve the student in the least restrictive environment, parents will be asked to submit a release for confidential health information so Austin ISD may collaborate with the diagnosing medical professional to discuss possible accommodations, modifications, supplementary aids and services.*
- The Speech/Language Pathologist completes the evaluation and report for a student with primary speech and language needs.
- The evaluation specialist from the assessment team compiles the evaluation report for a student who participated in an arena assessment by combining report information from all specialists involved in the assessment. This report includes a recommendation for eligibility and placement for the ARD Committee to use and consider when determining eligibility and placement. The lead ECSE teacher assures the space is available at the appropriate campus for the recommendation.
- The evaluation specialist at the child's home campus schedules the initial ARD Committee within 30 calendar days of the Full and Individual Initial Evaluation (FIIE) date and prior to the child's third birthday if the referral comes through ECI. Otherwise, the ARD must be held within 30 calendar days of the completion of the report.
- The ARD is held at the home campus and the teacher of the proposed receiving school is invited so that the committee can review the results of the FIIE report. The recommendations for eligibility and programming placements are discussed and reviewed with parental input. The committee determines eligibility and programming from the continuum of services.
- Evaluation specialists are responsible for:
    - Developing the objectives and goals for the Individualized Educational Program (IEP) based on recommendations in the FIIE report
- Home campus personnel are responsible for:
    - Holding the ARD Meeting at the home campus and inviting the members from the campus which has the recommended/proposed program from the continuum of services
    - Submitting a request for transportation if appropriate
    - Completing Public Education Information System (PEIMS) information
- Receiving campus personnel are responsible for:
    - Ensuring enrollment is complete
    - Providing the services as specified in the IEP
    - Completing and submitting the initial Child Outcome Summary Form (COSF)
- Speech Therapy Services are provided by a licensed or certified Speech/Language Pathologist (SLP) and may be provided in a variety of ways. Speech Therapy may take place at the home campus or the attending campus. Speech Therapy may be at a centralized school location as part of the Communication Acquisition Program for Preschoolers (CAPP). Speech Therapy Services are provided in Spanish by a licensed assistant SLP or certified Speech/Language Pathologist (SLP) at a centralized school location as part of the emerging bilingual program when deemed necessary by the assessment personnel and ARD Committee. See Speech-Language Services.
- On the Continuum of Support:
    - In Class Support Services are provided when a special education teacher or special education

paraprofessional provides instructional support services for preschoolers with disabilities in the general education pre-kindergarten or kindergarten classes.
Bilingual

- Self-Contained Services are provided by a special education teacher and special education paraprofessional(s) in a special education class.

It is important to note that when a ECSE placement is considered for a three-year-old student by the ARD Committee, the default placement decision is a half-day, which is consistent with the general education preschool programming. There may be ARD Committee decisions for individual students which indicate services should be provided longer than a half-day.

Resources

Texas Health and Human Services Commission (THHSC): Early Intervention Services
Early Intervention Services (EIS)

Emerging Bilingual Students

What's Required

The special education department shall collaborate with the Language Proficiency Assessment Committee (LPAC) in the ARD Meeting to develop an appropriate individualized education program (IEP) for students who are emerging bilingual learners and receive special education services. The campus LPAC Coordinator and campus administrator shall ensure that campus staff has training and materials needed to make decisions in the ARD Committee

Emerging bilingual students are those with limited English Proficiency (LEP). For all emerging bilingual students who receive special education and/or related services:

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- The LPAC report must have been completed within the past year for each Annual ARD to review.
- The ARD Committee will determine placement based on current district/state assessment and IEP Goals and Objectives needed.
- The ARD Committee will include the LPAC representative and will ensure that placement in a bilingual education or English as a second language program, if appropriate, is not refused solely because the student has a disability.

If the parent is one with emergent bilingual abilities and the parent's native language is Spanish, the district will provide at any ARD Meeting a person who is able to interpret for the parent. If a parent's native language is other than Spanish, the district will make a good faith effort to obtain an interpreter or translator to assist the parent. See Translation and Interpretation.

What We Do

If the parent has limited English proficiency and the parent's native language is Spanish, the district will provide ARD Meeting notices and Prior Written Notices, as well as TEA's Notice of Procedural Safeguards and other special education related documents, to the parent in Spanish (TEA's *Aviso Sobre Procedimientos de Protección*). If the parent is limited English proficient and the parent's native language is Spanish, the district will also provide either all of the text (comparable rendition) of the written IEP translated into Spanish or an audio recording of the IEP translated into Spanish. The district may also audio record an ARD Meeting at which the parent was assisted by an interpreter and offer the parent an audio recording of the meeting; however, such recording shall not substitute for a written or audio recorded translation of the IEP unless it includes an oral translation into Spanish of all of the content in the student's IEP.

If the parent's native language is other than English or Spanish, the District will make a good faith effort to provide notices to the parent in the parent's native language, to provide a written or audio recorded translation of the IEP in the parent's or native language, and to facilitate the parent's or participation in any ARD Meeting, including arranging for an interpreter, unless it is clearly not feasible to do so. The term "native language"' when used with respect to an individual who is limited English proficient or an emergent bilingual student, means the language normally used by the individual.

Role of LPAC and ARD

The members of the ARD and the LPAC will pool expertise related to special education and second language acquisition to collaborate making assessment and accommodation decisions with an LPAC member participating in the ARD to: evaluate student needs and to determine and implement testing requirements. Supporting documentation must be kept in the student's permanent record file (for LPAC) and student's IEP (for ARD Committee).

- Use the TEA manuals to assist with decision making.
- Review carefully to be clear on how to fulfill special education and ELL assessment requirements for ELLs receiving special education services.
- Decisions must be made on an individual basis.
- The decision is indicated as an "ARD Decision" in the student's TELPAS record.
- ELLs receiving special education services may be administered any state assessment depending on whether they meet the participation requirements.
    - STAAR
    - STAAR Spanish (Grades 3-5 Math, Reading Language Arts, and Science)
    - STAAR Alternate 2
    - End of Course examinations (Algebra I, English I, English II, Biology, and US History)
- Chapter 101 of the Tex. Admin. Code requires the LPAC to work in conjunction with the ARD Committee to make assessment decisions for these students.
- This collaboration helps ensure that factors related to disabling conditions and second language acquisition are both carefully considered.
- The LPAC's involvement in assessment decision-making for ELLs served by special education should help ensure that ELL participation in these assessments is appropriate.

Accommodations for ELLs with Disabilities

For these students, LPACs will make accommodation decisions for the STAAR program in conjunction with the student's ARD Committee, as applicable.

Resources

Language Proficiency Assessment Committee Framework
TEA's Language Proficiency Assessment Committee Resources
Region 12's Guidance on Dual Role Membership in ARD Committees

Extended School Year Services

What's Required

Extended school year services (ESY) are those special education and related services provided to students with a disability beyond the normal school year in accordance with the student's individualized education program (IEP). The ARD Committee will determine annually whether ESY services are necessary for the provision of a free appropriate public education (FAPE) for the individual student, and if necessary, the type, amount, or duration of ESY services. To qualify for ESY services, a student must exhibit, or reasonably be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable time for recoupment of skill in one or more critical areas addressed in the IEP goals and objectives.

If Austin ISD does not propose ESY services for discussion at the annual review of a student's IEP, the parent may request that the ARD Committee discuss ESY services.

The provision of ESY services is limited to the educational needs of the student and must not supplement the responsibility of other public agencies to continue to provide care and treatment services. No student will be denied ESY services because the student receives care and treatment services under the auspices of other agencies.

What We Do

A student qualifies for ESY services if, in one or more critical areas addressed in the student's current IEP and/or previous IEP, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be regained within a reasonable period of time.

A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences to the student during the first eight weeks of the next regular school year:

- Removal to a more restrictive placement,
- A significant loss of skills needed to progress in the general curriculum,
- A significant loss of self-help skills and, therefore, requires more direct services and support,

- Loss of access to non-educational community-based independent living skill instruction or an independent living environment as a result of losing skills, or
- Loss of access to on-the-job training or productive employment due to losing skills.

"Severe or substantial regression" means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results or reasonably may be expected to result in immediate physical harm to the student or to others, Extended School Year (ESY) services may be justified without consideration of the period of time for regaining such skills. The period of time for regaining a critical skill shall not exceed eight weeks.

In any case, the period of time for regaining a critical skill shall not exceed six weeks. If the ARD Committee determines that the student is in need of ESY services, then the IEP must include goals and objectives for ESY services from the student's current IEP in the IEP Extended School Year Supplement.

For students who qualify under Autism Spectrum Disorders, ESY is included as one of the possible services through the Autism Supplement that is reviewed by the ARD Committee.

Resources

TEA Extended School Year Services for Students with Disabilities

Field Trips and Extracurricular Activities

What's Required

Students with disabilities have a right to participate in nonacademic and extracurricular services and activities with their non-disabled peers. In providing or arranging for the provision of nonacademic and extracurricular services and activities, Austin ISD ensures that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. Austin ISD also ensures that each student with a disability has the supplementary aids and services determined by the student's ARD Committee to be appropriate and necessary for the student to participate in nonacademic settings.

Prohibiting or limiting the participation of a student with a disability in field trips may constitute unlawful discrimination under Section 504 and Americans with Disabilities Act.

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What We Do

Austin ISD provides all students with disabilities the same opportunity to participate in field trips and other extracurricular activities as non-disabled peers unless it is determined by the ARD Committee or Section 504 committee that the student should not attend the field trip for a clearly justifiable reason. The decision to

exclude a student with a disability from participation must be made on an individual basis. The burden or proof for demonstrating the student should not participate is on the district.

Participation in field trips and extracurricular activities cannot be denied based on the following criteria:

- Lack of funds
- Medical conditions (unless the activity presents an unacceptable risk to the student's health or safety) or
- Parents are unable to attend the activity with their student

If a student with a disability(ies) requires support and services while on a field trip or during extracurricular activities, Austin ISD will provide these accommodations to ensure the student's particpation.

Should the student's ARD Committee or 504 Committee determine that the student cannot participate, the decision to exclude the student from participation and the reasons for the exclusion must be considered and agreed upon by the committee. The student's IEP or 504 Accommodation Plan will serve as the Notice of Proposal to exclude the student from the field trip or extracurricular activity if this decision is absolutely necessary. See Prior Written Notice.

Resources

34 CFR § 300.117 - Nonacademic settings

Free Appropriate Public Education

What's Required

A free appropriate public education (FAPE) must be available to all students residing in Texas between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school.

Under Federal law, students with disabilities are entitled to a FAPE at no expense to the family. The ARD Committee is charged with developing an individual program for each student that is reasonably calculated to provide FAPE to the student (*Endrew F. V Douglas County School District*, 137 S.Ct. 988, 2017).

Each state must ensure the following:

- FAPE is available to each eligible child residing in the State beginning no later than the child's third birthday; and an individualized education program (IEP) or an Individualized Family Service Plan (IFSP) is in effect for the child by that date.
    - If a child's third birthday occurs during the summer, the child's ARD Committee shall determine the date when services under the IEP or IFSP will begin.
- FAPE is available to any individual student with a disability who needs special education and related services, even though the student has not failed or been retained in a course or grade and is advancing from grade to grade.

What We Do

Every eligible Austin ISD student with a disability is entitled to a free appropriate public education. Each student's IEP is the centerpiece of the district's plan for providing appropriate special education and related services that are reasonably calculated to enable the student to make appropriate progress in light of the student's unique and individual circumstances.

Austin ISD ensures that the IEP produced at the student's ARD Meeting reflects consideration of the following four factors:

- The student's IEP is individualized and based on the student's assessment and performance.
    - For example, goals and objectives are appropriately ambitious in light of the student's present levels of academic achievement and functional performance. The student's specially designed instruction and services are reflective of the student's current Full and Individual Evaluation (FIE) findings and recommendations.
- The student's specially designed instruction and services are implemented in the student's least restrictive environment.
    - For example, the ARD Committee may review the accommodations, modifications, and supplementary aids and services that a student may have received in the general education setting, together with the placement recommendations in the student's most recent FIE.
- The services are provided in a coordinated and collaborative manner.
    - For example, the ARD Committee may obtain parental consent to discuss a student's services with any relevant outside provider or private evaluator. Campus staff and administrators may document any staff meetings regarding the student and their educational program. Individual conferences may be held with the parent explaining assessments or other programmatic elements and may prompt collaboration, and these efforts are also documented.
- The student must demonstrate positive academic and non-academic benefits.
    - For example, the ARD Committee may consider the student's achievement on state assessments, district assessments, benchmarks, grades, progress reports, evaluation results, and participation and engagement in the educational environment, including, as appropriate, extracurricular activities. Behavior progress as demonstrated by the student's acquisition of social and behavioral skills that may be included in counseling or social skills programming.

Resources

Department of Education's Questions and Answers on U.S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1

Glossary of Terms

AIM/AEM - Accessible Instructional Material/Accessible Educational Material

Based on student need, the ARD Committee may determine if the student needs one of four types of

specialized formats: braille, large print, audio and digital text may be needed by the student.

ALC- Accelerated Learning Committee
Established to develop an educational plan for students who did not perform satisfactorily on the STAAR test in grades 3, 5 or 8 Math or Reading Language Arts. The ARD Committee serves as the ALC for students with disabilities.

Accommodation -
A change in the teaching or testing procedures to provide students access to information and to create an equal opportunity to demonstrate content knowledge and skills.

APE - Adaptive Physical Education
Students eligible for APE will be taught grade-level physical education Texas Essential Knowledge and Skills (TEKS) through various accommodations and/or modifications in the least restrictive environment as determined by the student's Admission Review and Dismissal (ARD) Committee.

ARD - Admission, Review, and Dismissal
An ARD Committee is a group of people who help to determine whether or not a student is eligible for special education and related services and develops the Individualized Education Program (IEP) for eligible students.

ADA - Americans with Disabilities Act
Gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

AT - Assistive Technology
Any device, program, or service that directly assists the student with a disability to increase, maintain, or improve their functional capabilities, based upon an evaluation of the needs of the student.

AU - Autism
The developmental disability that significantly affects verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affects a student's educational performance.

BCBA - Board Certified Behavior Analyst

BIP - Behavior Intervention Plan
A written plan that is developed as part of the individualized education program to address behavioral concerns affecting the student's educational progress. It is based on a functional behavioral assessment (FBA) of the challenging behaviors, identifies events that predict these behaviors, includes positive interventions to change behaviors, and includes methods of evaluation.

CTE - Career and Technology Education

The programs dedicated to preparing young people to manage the dual roles of family member and wage earner.

COMS - Certified Orientation and Mobility Specialist
A specialist who conducts an orientation and mobility evaluation for an eligibility of a student under the disability category of visual impairment.

COSF - Child Outcome Summary Form
A report summarizing the student's current functioning using a seven-point scale to compare the child's functioning with what is expected for the child's age.

Consensus -
Agreement by all required ARD Committee members

CARS - Counseling as a Related Service
Services provided through an IEP by qualified mental health specialists.

Deaf-Blindness
A documented concomitant hearing and visual impairments, of which, the combinations cause such severe communication and other developmental and educational needs that students cannot be accommodated in special education programs solely for students with deafness or students with blindness.

DHH - Deaf/Hard of Hearing
A hearing impairment that is so severe that a student is impaired in processing linguistic information through hearing, with or without amplification, whether permanent or fluctuating, and adversely affects the student's educational performance.

Diagnosing Medical Professional -
A licensed physician or a licensed nurse practitioner are required for the completion of Other Health Information paperwork needed as part of an evaluation for the disability category of Other Health Impairment.

Disagreement -
Lack of agreement, or conflict, by the required members of the ARD Committee. An ARD Committee member is entitled, but not required, to write a statement regarding the basis for the disagreement. This written statement is included in the IEP.

DAEP - Disciplinary Alternative Education Program
An education setting other than a student's regular classroom; located on or off a regular school campus that: provides for the students who are assigned to the DAEP to be separated from students who are not assigned there; focuses on English language arts, mathematics, science, history, and self-discipline; provides for students' educational and behavioral needs; and provides supervision and counseling.

ECI - Early Childhood Intervention

Programs and services provided to infants and toddlers with developmental delays from birth to age two, administered under Part C of the Individuals with Disabilities Education Act.

ECSE - Early Childhood Special Education

A state and federally mandated program to provide a free appropriate public education (FAPE) to young children ages 3-5 with disabilities.

ED - Emotional Disturbance

A condition that to a marked degree adversely affects a student's educational performance in which the student exhibits one or more of the following characteristics over a long period of time: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and/or a tendency to develop physical symptoms or fears associated with school or personal problems.

EOC - End of Course

The mandatory end of year assessments in Algebra I, English I, English II, Biology and US HIstory that measure the student's academic performance in core high school courses and become part of the graduation requirements.

ESY - Extended School Year

Special education and related services that are part of an individualized education program that are provided beyond the regular school year. The need for ESY is determined by the ARD Committee.

Evaluation Specialist -

A specially-trained professional who conducts special education evaluations for any student who is potentially eligible for special education and related services. Austin ISD employs school psychologists (LSSPs) and educational diagnosticians to serve as evaluation specialists. Related services specialists may also serve as evaluation specialists for their areas of expertise.

FERPA - Family Educational Rights and Privacy Act

A federal law (20 U.S.C. §1232g; 34 CFR Part 99) that protects the privacy of student education Records. The law gives certain rights to parents with respect to their student's educational records.

FAPE - Free and Appropriate Public Education

Special education and related services that have been provided at public expense under public supervision and direction, and without charge to the parent.

FBA - Functional Behavior Assessment

A type of evaluation for describing challenging behavior and identifying the environmental factors and surrounding events associated with the challenging behavior. This evaluation identifies specific target behaviors and correlates to the Behavior Management Plan (BIP).

FIE - Full and Individual Evaluation
See FIIE and Reevaluation.

FIIE - Full and Individual Initial Evaluation
A comprehensive evaluation that consists of data gathered from multiple sources related to all areas of suspected disability. It is conducted for each student being considered for special education and related services.

IEE - Independent Educational Evaluation
An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the student behind evaluated. A parent has a right to request an IEE at public expense when the parent disagrees with an evaluation conducted or obtained by the district.

ISD - Independent School District
The geographical district that organizes Texas public schools that is separate from other local units of government, such as cities and counties. See LEA.

IEP - Individualized Education Program
A written educational plan for each student with a disability that addresses the individual needs of a student. It takes into account the student's strengths and weaknesses, parent concerns, evaluation results, and areas of academic and developmental needs in order to develop goals and objectives for the school year. It is developed, reviewed, and revised by the admission, review and dismissal (ARD) committee, of which the parent is an active member.

IFSP - Individualized Family Service Plan
A comprehensive, written plan developed by a multidisciplinary team, including the parents, that provides a description of the appropriate transition services for the infant or toddler.

IGC - Individual Graduation Committee
When a student receives special education or related services, the student's ARD committee determines whether the student is required to achieve satisfactory performance on the End of Course examinations.

IDEA - Individuals with Disabilities Education Act
The federal law that gives every student with a disability the right to a free appropriate public education and provides legal protections for these students and their parents.

Informed Consent -
When a parent has been fully informed in their native language or other mode of communication, of all information about the action for which they are giving consent.

ID - Intellectual Disability
A disability characterized by significantly subaverage intellectual functioning and concurrently exhibiting deficits in at least two of the following areas: adaptive behavior; communication; self-care; home living; social/interpersonal skills; use of community resources; self-direction; functional academic skills; work; leisure; health and safety.

JJAEP - Juvenile Justice Alternative Education Program

The educational setting for students who are mandatorily expelled from school per the Texas Education Code or discretionarily expelled according to the school district's Student Success Guide.

LPAC- Language Proficiency Assessment Committee

The mandatory committee that is charged with reviewing all pertinent information on all identified emerging bilingual students upon their initial enrollment and at the end of each school year.

LRE - Least Restrictive Environment

To the maximum extent appropriate, students with disabilities shall be educated with students who are not disabled. Special Education is not a place. It is a continuum of services that are provided in a variety of ways and settings, based on the student's individual needs.

LEA - Local Education Agency

A public board of education legally constituted within a State for either administrative control or direction of public schools. Public school districts are specific examples of LEAs. See ISD.

LSSP - Licensed Specialist in School Psychology

The name of the license to practice psychology in the schools. Individuals holding this license are now known as School Psychologists.

MDR - Manifestation Determination Review

A requirement to hold a meeting within 10 school days of a behavior infraction causing a student with disabilities to be removed from their current placement. This is a process to review all relevant information and the relationship between the conduct and the student's disability.

MHS - Mental Health Specialist

A qualified MHS completes counseling as a related service and psychological service evaluations to assist in determining students eligible for services. In Austin ISD, this includes a Licensed Psychologist (LP), Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapist (LMFT), School Psychologist (LSSP) or Licensed Clinical Social Worker (LCSW).

Modification -

A change in what the student is expected to learn and/or demonstrate. An instructional modification indicates what is being taught (the curriculum content) is altered.

Multiple Disabilities -

Concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

MTSS - Multi-tiered Systems of Support (Formally RtI)

Focuses on intervention for the student struggling in academics, behavior, and/or social-emotional areas. Campus Child Study Teams (CST) implement multi-tiered systems of support through the Child Study System to address the whole child through an integrated response. Tiers are based on student need

and levels of support are provided based on progress monitoring data.

NCEC - Non-Categorical Early Childhood

A condition of developmental delay where a child between the ages of 3-5 has been identified as having an intellectual disability, emotional disturbance, specific learning disability or autism.

Non-Consensus -

Not agreed to by one or more required ARD Committee members, with or without conflict

OT - Occupational Therapy

A related service that is required to assist a student with a disability to benefit from special education. It is the therapeutic use of everyday life activities for the purpose of enhancing or enabling participation in roles, habits and routines in the school setting.

O&M - Orientation & Mobility

Related services provided to students with visual impairments by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

OI - Orthopedic Impairment

A severe physical impairment that adversely affects a student's educational performance and is caused by a congenital anomaly, a disease, or impairments from other causes.

OHI - Other Health Impairment

A condition that adversely affects a student's educational performance that means having limited strength, vitality, or alertness that is due to chronic or acute problems such as asthma; attention deficit hyperactivity disorder; diabetes; epilepsy; a heart condition; hemophilia; lead poisoning; nephritis; rheumatic fever; sickle cell anemia; and/or Tourette's syndrome.

Parent -

Throughout the Operating procedures, the term "parent" is used as a collective term to mean a biological or adoptive parent, a guardian generally authorized to act as the student's parent or is authorized to make educational decisions for the student, an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare, or a surrogate parent who has been appointed as such. Under IDEA, parental rights transfer from the parent to the adult student on the day the student turns 18 years of age.

PT - Physical Therapist or Physical Therapy

A related service provided to qualifying students with disabilities that focused on the student's movement, activity and functioning in a school setting.

PLAAFP - Present Levels of Academic Achievement and Functional Performance

Statements that summarize the current strengths and needs of the student in both academic and functional areas. It must include how the student's disability affects the student's involvement and

progress in the general education curriculum.

PWN - Prior Written Notice

Notice that must be given to the parents of a student whenever the local education agency proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education to the student.

PEIMS - Public Education Information Management System

Data system that encompasses all data requested and received by TEA about public education, including student demographics and academic performance, personnel, financial, and organizational information.

RDSPD - Regional Day School Program for the Deaf

A specialized program for a student who has a hearing impairment that severely impairs processing linguistic information through hearing, even with an amplification device, and which adversely affects educational performance, as determined by the ARD Committee.

Related Services -

A wide array of developmental, corrective, and other supportive services that are required to assist the student to benefit from special education. Related services may include assistive technology, audiology services, counseling services, interpreting services, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, recreation, school health services, social work services in school, speech-language therapy and transportation.

RtI- Response to Intervention (Now known as Multi-tiered Systems of Support)

See MTSS

REED - Review of Existing Evaluation Data

Required review of existing evaluations about the student conducted by the ARD Committee. This must occur as part of an initial evaluation, if appropriate, or as part of a reevaluation for a student with disabilities.

SBS - Social Behavior Skills

A program on the continuum of services that provides instruction in social skills, coping skills, and responsible decision making to support students with significant social, emotional, or behavioral disabilities.

SCORES - Social Communication Resources & Services

A program on the continuum of services that provides instruction in social skills, coping skills, and functional communication to support students with social communication deficits.

SDI - Specially Designed Instruction

Instruction provided to a student with a disability who has an IEP in order to help them master IEP goals and objectives. Specially Designed Instruction goes beyond differentiated instruction and addresses the unique needs that exist because of a student's disability.

SECTION 504 - Section 504 of the Rehabilitation Act

A federal law that provides a free appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. It also protects the rights of individuals with disabilities in programs and activities that receive federal funding assistance from the US Department of Education.

SHARS - School Health and Related Services

A program that allows for Medicaid reimbursement to the district for providing special education and related services to qualifying students.

SLD - Specific Learning Disability

A disability in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimum brain dysfunction, dyslexia, and developmental aphasia.

SLP - Speech and Language Pathologist

The state certified professional responsible for the diagnosis, prognosis, and remediation of speech, language and swallowing disorders.

SI - Speech or Language Impairment

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects the student's educational performance.

STAAR - State of Texas Assessment of Academic Readiness

A series of state-mandated standardized tests given to Texas public school students in grades 3-8 in Math, Reading and Language Arts and Science.

SIS - Student Information System

A web-based platform that helps schools

SSG - Student Success Guide (Code of Conduct)

SOP - Summary of Performance

A statement written when the student's eligibility ends due to graduation or age that addresses both academic and functional performance and must consider, as appropriate, the views of the parent, the views of the student, and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals

Supplementary aids and services

Provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate

TVI - Teacher of Students with Visual Impairment

A licensed special education teacher who has received certification and specialized training in meeting the educational needs of students who are blind or visually impaired.

TBSI - Texas Behavior Supports Initiative
A required state level training that is designed to build campus level knowledge and skills on the use of positive behavior supports for students with disabilities and to build campus level capacity on the use of positive behavior interventions for all students.

TDFPS - Texas Department of Family and Protective Services
The state department that is responsible for protecting children and vulnerable adults from abuse, neglect, and exploitation.

TEA- Texas Education Agency
The state department of education that is responsible for the public education of all students in Texas.

TEKS - Texas Essential Knowledge and Skills
The required curriculum for each grade level used in the Texas public schools.

TBI - Traumatic Brain Injury
An acquired brain injury caused by an external physical force that results in total or partial functional disability or psychosocial disability, or both, that adversely affect a student's educational performance.

VI - Visual Impairment
Impairment in vision that even with correction adversely affects a student's educational performance. The term includes both partial sight and blindness.

Resources

Additional acronyms and definitions can be found in the Legal Framework Glossary

Grades and Progress Monitoring

What's Required

The student's case manager shall prepare progress reports concurrent with each marking period report card. This must include information about progress toward annual goals and objectives.

What We Do

Each student receiving special education instruction has an individualized education program (IEP) which addresses the student's educational needs, and individual goals and objectives relative to the student's identified disability.

The district grading policy will be followed and discussed during the ARD Meeting.

- Students receiving instruction in a special education classroom (resource or self-contained) will receive grades with supporting documentation.
- Grades received in any instructional setting will reflect work completed and progress documented.
- If the student with disabilities fails to make progress on the IEP, the responsible teacher will review the IEP for appropriateness of goals/objectives, instructional materials, and methods. The teacher must document the efforts made to try to help the student achieve success.
    - If a student with disabilities has not been progressing toward mastery of the goal by the annual ARD, the ARD Committee must convene to discuss the student's needs and make recommendations to assist the student.
    - An ARD Committee will meet if the student is not attending school to discuss the appropriateness of the IEP, need for additional testing, and pursuit of compulsory attendance, if appropriate.
- The grading of a student receiving special education services in a general education classroom is based upon the district grading policy and the ARD Committee recommends accommodations of pacing, methods, and materials needed. When accommodations have been recommended by the ARD Committee, the special education teacher is responsible for:
    - Informing the general education teacher of the recommended accommodations;
    - Providing other information concerning the student's achievement and functioning levels, learning style and behavioral needs;
    - Offering assistance to the general education teacher on a scheduled basis, as recommended by the ARD Committee; and
    - documenting contacts with the general education teacher.
- Unless the ARD Committee designates otherwise,
    - When a special education student in general education classes is enrolled in the homebound program, the general classroom teacher will be responsible for grading all assignments and recording grades on the report card and permanent record for all subject areas.
    - Report cards will be issued to students receiving Early Childhood Special Education (ECSE) instruction on the same schedule as non-disabled students on their assigned campus.
- The IEP must include a statement of how the student's parent will be regularly informed of their student's progress toward the annual goals.
    - Parents are informed through such means as periodic report cards, at least as often as parents are informed of their non-disabled student's progress.
- Provision of IEP progress reports to parents must be documented in the IEP documentation system communication log including when progress report was sent to parent and method of delivery.
- The reporting level for each goal/objective/benchmark should reflect quantitative data that is directly aligned to the goal/obj./benchmark criterion.
- Progress reports should not be filed prior to the close of a grade reporting period unless the report is filed at time of Annual ARD as required.
- An ARD is required when a student (all grade levels) is not making progress toward their annual goals and in the general education curriculum (i.e., failing a course). Revisions to the IEP should be considered at the ARD Meeting to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate. The responsibility is on the district to schedule the ARD in a proactive manner and include input from all relevant providers.

Grade Placement Committee

What's Required

Grade Placement Committee

House Bill 4545 eliminates grade retention and retesting requirements in grades 5 or 8. Austin ISD must implement supplemental accelerated instruction, an accelerated learning committee and modified teacher assignments for students who did not pass the STAAR or End of Course assessments.

See Accelerated Instruction

Parental Options for Student Retention

The district will follow all procedures for parental options for student retention per §28.02124. The ARD Committee may meet to discuss the results of the retention committee decision and review the need for any changes to the student's individualized education program (IEP) prior to the beginning of the next school year.

What We Do

The ARD Committee serves as the Grade Placement Committee (GPC) to consider promotion or retention. At the ARD, the committee should:

- Determine the manner in which the student will participate in an accelerated instruction program and identify the accelerated instruction in the IEP. Accelerated instruction is required even if the ARD Committee determines that 2nd STAAR administration is not required.
- Determine whether student will take 2nd STAAR Administration (*Consideration: Look at 1st administration scores and if a student was close to achieving satisfactory level, the committee should consider recommending a 2nd administration). Document in IEP.
- Determine whether the student will be promoted or retained
    - The committee may promote the student to the next grade level if the committee concludes that the student has made sufficient progress in the measurable academic goals contained in the student's IEP. A student promoted under this option is not required to take the subsequent STAAR administrations.
    - If the ARD Committee determines that the student will not participate, it can make a decision at that time whether to promote or retain the student.

Accelerated instruction should begin as soon as possible after a district has been notified that a student has not met the passing standard on a grade-advancement assessment and an ARD has been held.

Health and Medical Services

What's Required

"School health services" may be provided by a qualified school nurse or other qualified person. "School nurse services" are provided by a qualified school nurse. School health and school nurse services are designed to enable a student with a disability to receive a free appropriate public education as described in the student's individualized education program (IEP).

What We Do

Services are provided to eligible students with disabilities based on the ARD Committee decision. These services are in addition to those routinely available to all students and may include the following:

- Screening and referral for health needs;
- Monitoring medication needed by students during school hours;
- Consultation with physicians, parents, and staff regarding effects of medication, and emergency care training for staff and parents;
- Counseling students with disabilities and their families concerning health care practices and services; and,
- Assistance with catheter, tube feeding and other school health service procedures.

Referral for Evaluation

- The nurse assists in coordinating communication between the school, home and medical provider.
- The nurse gathers the necessary medical/health information to facilitate the student's safe inclusion in the school program.
- The campus nurse attends and / or provides input regarding a student's medical needs for staffing and ARD Meetings.

Evaluation Criteria / Process

- The evaluation of a student's health needs involves a multidisciplinary process.
- The nurse obtains written permission from the parent in order to contact the medical provider to discuss the student's health care needs and initiate an individualized health care plan if appropriate.
- The nurse obtains a physician order for any medication, medical treatments or procedures to be performed at school.
- The extent of information gathered by the nurse will be determined by the student's health care needs.
    - Based upon this information, the nurse identifies those health issues that are relevant to the student's educational progress and coordinates the delivery of school health services.

- The nurse plans and coordinates training and education of staff including campus personnel, transportation staff and district staff to ensure that the student's health needs are met throughout the school day.

Nursing Services Delivery Models

- Campus nurse
- Trained paraprofessional staff, including clinic aides and special education aides in Life Skills and Early Childhood Special Education classrooms, are trained to perform daily medical procedures and are monitored and supervised by the campus nurse.
- Private duty nurses are provided by the family.

Special Education and Related Supplemental Nursing Services

Supplemental nursing services are provided for students with disabilities who are identified as medically fragile. These students are served in the Therapeutic Intervention Program (TIP), where a registered nurse can support these students with demanding medical needs while at school.

Reimbursement for Health Services

Austin ISD will follow all state and federal procedures per 34 CFR §300.154 regarding the use of public or private benefits. Parents may be asked to provide permission for the district to access Medicaid or other public benefits or insurance programs. The evaluation specialist will make this request. Consent will be provided in writing on the district form. Parents must be informed that their refusal to provide consent does not relieve the school district of the responsibility to provide special education services to the student at no cost to the parent.

Any Proceeds from public benefits or insurance or private insurance will not be treated as program income for purposes of 2 CFR 200.307 If the LEA spends reimbursements from Federal funds (e.g., Medicaid) for services under this part, those funds will not be considered "State or local" funds for purposes of the maintenance of effort provisions in §§300.163 and 300.203.

Homebound Services

What's Required

Special education homebound services are a very restrictive instructional arrangement/setting designed to provide special education and related services to students who are served at home or hospital bedside. To qualify for homebound services, a student is expected to be confined for a minimum of four consecutive weeks as documented by a licensed physician. For chronically ill students, this period of confinement may be a period of time totaling at least four weeks throughout the school year. The student's ARD Committee shall determine the amount of services to be provided to the student in accordance with federal and state laws, rules and regulations.

Home instruction may also be used for infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriately by the child's individualized family services plan (IFSP) committee or ARD Committee. This arrangement/setting also applies to school districts described in Texas Education Code §29.014.

What We Do

Homebound instruction is a temporary service and is discontinued in consultation with the physician, or upon the expiration of the documented need for homebound services. To qualify for homebound instruction through special education, the student must meet the following four criteria:

- Be eligible for special education and related services as determined by an ARD Committee
- Be expected to be confined at home or hospital bedside for a minimum of four weeks
- Be confined at home or hospital for medical reasons only (unless the child is 0 – 5 years of age)
- Have a medical condition that is documented by a physician who is licensed to practice in the United States.

Procedures for Special Education Homebound Instruction

- All students referred for special education homebound instruction must be residents of Austin ISD and enrolled in their school of attendance. Students will remain enrolled on the campus of attendance and continue to receive instructional assignments and grades from the home campus.
- The student's Special Education case manager is the initial contact person in the homebound referral process.
- Parent Responsibilities:
    - Contact the campus principal or special education teacher.
    - Sign Consent to Release/Exchange Information with the treating physician
        - *Note: To serve the student in the least restrictive environment, parents will be asked to submit a release for confidential health information so Austin ISD may collaborate with the diagnosing physician to discuss the least restrictive environment, including possible accommodations, modifications, supplementary aids and services.*
    - Share new medical developments
- School Responsibilities:
    - Conduct a brief interview with the parent
    - Obtain the signed medical Consent to Release/Exchange Information for Student
    - Submit a copy of the signed Consent to Release/Exchange Information form and the Assessment to Determine Eligibility form to the treating physician
    - Communicate with the diagnosing physician to discuss the least restrictive environment, including possible accommodations, modifications, supplementary aids and services that could be provided at the campus.
- The licensed physician should return the Physician Statement of Medical Information form directly to the case manager at the student's school of attendance. In the event there are questions or inconsistencies that may affect the eligibility determination, the school nurse or case manager should consult directly with the physician's office to clarify information.

- The ARD Committee must consider the licensed physician's information as one of the factors in the decision making process when determining homebound instructional services. The licensed physician's information is not the sole consideration in the committee's decision-making process.
- If eligible, a placement ARD Meeting will be held to establish beginning/ending dates for homebound services and a plan for reintegration of the student to the school.
- An ARD Committee will be held to plan for the student's return to school.

Resources

See Continuum of Services
See AISD Website: Homebound Instruction Overview

In-Home Parent and Community Based Training

What's Required

For students with autism who receive special education and related services, the ARD Committee must consider in-home, parent, and community-based training to help the student generalize skills mastered at school into a variety of home/community settings. This is a related service that must be considered and addressed in the IEP, specifically in the Autism Supplement based upon the individual needs of the student. In-home training involves working directly with the student and/or providing strategies for a variety of non-school settings including home or community to help the student generalize social/behavioral skills.

In-home training may also be considered by the ARD Committee for students with other intellectual and/or developmental disabilities. The criterion for making such a determination is that the student is not making educational progress and requires support and training beyond the regular school day.

What We Do

Once the referral for in-home training is made, an in-home training needs assessment should be conducted. This assessment should involve an interview with the parent, observation of the student, interview(s) with teacher(s), review of other data including current IEPs to determine mastered or near mastered goals and objectives for determination of skills to generalize. A parent, or a district approved designee, is required to participate in In-Home Training sessions in order to be equipped to implement generalization of ARD Committee determined goals.

This service may be implemented by the same - or different - service providers (in-home trainers/parent trainers). Service providers are determined by district personnel but should be knowledgeable of the unique needs of students with autism.

Parent training is a separate service designed to help parents and families of students with such disabilities as autism gain knowledge of the unique needs of their students. Parent training may include information regarding

community services, workshops, videos, conferences, and/or materials. The need for parent training will be addressed in the ARD Meeting and a request for the training sent to the Special Education Office.

Independent Educational Evaluation

What's Required

The parents of a student with a disability have the right to obtain an independent educational evaluation (IEE) of the student at public expense if the parent disagrees with an evaluation completed by the district. Public expense means that the district ensures that the evaluation is provided at no cost to the parent consistent with the provisions in Individuals with Disabilities Education Improvement Act (IDEA). A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Austin ISD uses when it initiates an evaluation to the extent those criteria are consistent with a parent's right to an IEE. An IEE is an evaluation conducted by a qualified examiner who is not employed by the district or responsible for the student's education.

What We Do

Parents have the right to request and obtain an IEE and to have the Full and Individual Evaluation (FIE) considered by Austin ISD in any decision made with respect to providing a free appropriate public education (FAPE).

An IEE request must be made in writing to the Director of Evaluation or designee, as soon as possible after you receive an evaluation from the district with which you disagree, but no later than one year from the date you receive the Austin ISD evaluation. When the parent notifies the district that they disagree with an evaluation and requests an IEE, Austin ISD will respond within a reasonable time, either by agreeing to provide the IEE or by initiating a due process hearing to show that the district's evaluation is appropriate.

If Austin ISD has not yet had the opportunity to conduct an evaluation, the parent does not have a right to an IEE at public expense. In this case, Austin ISD will request to evaluate the student and should the parent disagree after receiving the completed Austin ISD evaluation, the district will consider an IEE. If the evaluation is more than one year old, Austin ISD may choose to conduct their own evaluation. In either of these situations, Prior Written Notice will be delivered by the district's Director of Evaluation in a timely manner to parents.

If an IEE is requested at the ARD Committee where the district's evaluation was reviewed, the committee will document the request and reason for the request in the IEP deliberations. If a request for an IEE is made outside of an ARD Meeting to campus staff, campus staff will provide the parent with a copy of the Procedural Safeguards and ask the parent to email or put in writing their request for an IEE to the Director of Evaluation. Campus staff will also, within 24 hours, notify the Director of Evaluation that the parent has made a verbal request for an IEE and was instructed to put it in writing to the Director of Evaluation.

If an IEE is approved, the Director of Evaluation will issue the requesting parent an IEE approval letter with specific instructions. Austin ISD will provide the parent with information about where an IEE may be obtained and the district's criteria applicable for IEEs. If the parent prefers to choose an independent evaluator that is not on Austin ISD's current list, the selected evaluator must comply with Austin ISD's criteria. After selecting an evaluator for the IEE, the parent will email or put in writing to the Director of Evaluation who they would like to proceed with for the IEE. Austin ISD will set up the IEE evaluator as a vendor for the district, if they are not already. Once the IEE evaluator has been established as a vendor, the evaluation department will contact both the parent and the IEE evaluator to proceed with scheduling and completing the IEE. A parent will not be reimbursed for the cost of an IEE; the district pays the vendor directly.

Criteria for IEEs

Austin ISD will provide the parent with information about where an IEE may be obtained and the district's criteria applicable for IEEs. If you prefer to choose an independent evaluator that is not on the district's list, the selected evaluation must comply with Austin ISD's criteria.

If the IEE is provided at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Austin ISD uses when it initiates an evaluation. Austin ISD may not impose any conditions or timelines to the IEE provider.

- An IEE evaluator must possess current licensure and/or certification in Texas to conduct the specific evaluation(s).
- An IEE evaluator must meet appropriate professional requirements in the state and be trained to administer the specific tests and other evaluation materials used in conformance with the instructions provided by the producer.
- An IEE evaluator must be available within a 35-mile radius of the Austin area, or this will require pre-approval from the Director of Evaluation and Compliance.
- The fee for the evaluation, at public expense, must not exceed 35% above the Medicaid/School Health and Related Services (SHARS) rate for the specific evaluation.
- The evaluation and report must comply with the federal and state requirements that are applicable to district evaluations.
- The IEE evaluator or company must provide Austin ISD and the parent with a written copy of the evaluation upon completion.

Consideration of Parent-Initiated IEE

The results of a parent-initiated IEE obtained at parent's expense will be considered by the ARD Committee in any decision made with respect to the provision of a free appropriate public education to the student (if the IEE meets federal and state criteria). After the ARD Committee has reviewed the data, the committee will report and take any action deemed appropriate by the committee. Such consideration does not make the Austin ISD liable for payment of the evaluation.

Number of IEEs

A parent is entitled to only one publicly funded IEE for each evaluation performed by Austin ISD if the parent disagrees with the evaluation. This would include initial evaluations, three-year reevaluations, or reevaluations conducted more frequently. A parent is not entitled to multiple IEEs at public expense without an intervening reevaluation.

Resources

See Notice of Procedural Safeguards -	English	Spanish
See A Parent's Guide to the ARD Process -	English	Spanish

Individualized Education Program (IEP)

What's Required

Austin ISD must ensure that each student with a disability in its jurisdiction has an Individualized Education Program IEP in effect at the beginning of each school year. The members of the Admission, Review and Dismissal Committee shall coordinate with one another to ensure, through their preparation and participation in the ARD Meeting and through the participation of the parent, that the student's IEP is designed to ensure access to the general education curriculum.

The IEP is a written statement for each student with a disability that includes the following information:

- A statement of the student's present levels of academic achievement and functional performance
    - How the student's disability affects involvement and progress in the general education curriculum
    - For preschool children, as appropriate, how the disability affects the student's participation in appropriate activities
- Measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum
    - Objectives: Measurable steps designed to lead to the achievement of the annual goal
- A description of how the student's progress will be measured and when the progress will be provided
- A statement of the special education and related services and supplementary aids and services, program modifications or supports that will be provided to the student
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class
    - Accommodations needed to promote success in general, remedial, or supportive programs, if appropriate
- A statement of accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district wide assessments

    - If the student must take an alternate assessment instead of a regular State or district wide assessment of student achievement, a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate;
- The projected date for the beginning of the services and the anticipated frequency, location, and duration of the services
- Methods and procedures for Behavior Support and Discipline, when appropriate
- Goals and objectives for extended school year services (ESY), when appropriate
- For students aged 14 and older, appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and the transition services needed to assist the student in reaching those goals
- Signatures of the committee members present, with an indication of consensus (agreement) or non-consensus (disagreement) with the decision

A student's IEP must be "reasonably calculated" to enable the student to make appropriate progress in light of their circumstances. Based on IDEA 2004, the IEP now requires a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided.

The district will prepare a supplement to the IEP report documenting any delays during the school year to a student's full and individual initial evaluation, delays in the development of the student's initial IEP program, and whether any provision of special services to the student were interrupted, reduced, delayed, suspended, or discontinued. The supplement will also include any compensatory education services that are appropriate for the student based on these delays.

What We Do

The development of each IEP is highly "individualized" with goals and objectives designed to be "appropriately ambitious" and challenging. The IEP reflects how the student will access the general curriculum, as appropriate, specialized instruction and related services (if applicable) for the student based upon the student's disability and needs.

Austin ISD must develop an IEP for eligible students with disabilities, ages three through twenty-one. The IEP is developed when the student needs a collaborative plan for the provision of a free and appropriate public education. Austin ISD teachers and staff are provided training opportunities annually through the ESC or locally to improve skills in IEP development and implementation.

Development of the IEP

When developing the IEP, the ARD Committee must consider:

- The strengths of the student
- The concerns of the parents for enhancing the education of their student
- The results of the initial or most recent evaluation of the student
- The academic, developmental, and functional needs of the student and,

Additional information can be found here: US DOE Topical Brief on Individualized Education Plans.

Present Levels of Academic Achievement and Functional Performance

Developing the IEP begins with a careful analysis of the student's present levels of academic achievement and functional performance, including:

- How the student's disability affects that student's involvement and progress in the general education curriculum
- For preschool children, as appropriate, how the disability affects the student's participation in age-appropriate activities

There should be a direct relationship between the annual goals and the present level of academic achievement and functional performance.

Standards-Based Measurable Annual Goals

Federal law requires that schools be held accountable for educational results so that each student can meet their academic potential. State assessments are to be given to determine whether schools have been successful in teaching students the knowledge and skills for their enrolled grade as defined by the state content standards (the Texas Essential Knowledge and Skills or TEKS).

A standards-based IEP is a process in which the IEP team has incorporated state content standards in its development of goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards. The IEP should:

- Emphasize knowledge of enrolled grade level curriculum to ensure drafting of goals which are aligned with enrolled grade level TEKS;
- Draft annual goals and short-term objectives/benchmarks (when appropriate) in standards-based format aligned to enrolled grade level TEKS; and,
- Utilize Texas Education Agency (TEA) Curriculum Framework and Vertical Alignment documents as a resource for enrolled grade level curriculum standards.

Because students with disabilities are included in the statewide assessment system, they must have access to the general education curriculum that is tested using this system. This access may be with or without accommodations and can include alternate assessments; however, due to these requirements, all students must have standards-based goals. Standards-based goals are defined as annual, measurable goals aligned to enrolled grade level TEKS for Pre-Kindergarten procedures.

The IEP must include a statement of measurable annual goals, which relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum, and,
- Meeting each of the student's other educational needs that result from the student's disability.

Each measurable annual goal must contain each of the following components:

- **Timeframe**: Identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion
- **Conditions:** Describe the specific resources that must be present for a student to reach the goal. The condition of the goal should relate to the behavior being measured
- **Behavior:** Represents an action that can be directly observed, measured and monitored
- **Criterion**: Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been met

Every student receiving special education services must have at least one measurable annual goal. All students whose course content is modified and/or who take alternate assessments aligned to alternate assessment standards must have both annual goals and short-term objectives/benchmarks.

In the development of standards-based, measurable annual goals for a student, the ARD Committee should:

- Specify the specially designed instruction that the student requires to achieve their annual goal(s)
- Develop strategies that will assist the student in achieving their annual goal(s)
- Consider drafting measurable, intermediate steps (short-term objectives/benchmarks) for each annual goal to assist families, students, and educators in monitoring progress during the year, and, if appropriate, revising the IEP to address the student's instructional needs.

Changes to the IEP

After the annual ARD Meeting, the parent and district may agree not to convene an ARD Meeting for the purposes of making a change to the IEP and instead may develop a written document to amend or modify the student's current IEP.

- Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated. To the extent possible, Austin ISD encourages the consolidation of reevaluation ARD Meetings for the student and other ARD Meetings for the student.

Any agreement or amendment to the ARD Meeting will follow exact procedures and be documented in writing on the IEP.

- The campus administrator must approve the decision to complete a proposed amendment to the IEP.
- Discuss the proposed amendment with appropriate IEP team members including discussion with the parents in person or by phone.
- Complete the district form provided to you and obtain parent signature of agreement to amend the IEP.
- Distribute the signed amendment to all IEP team members and implementers.
- The case manager will file the original amendment with the parent signature in the student's eligibility form with the Annual ARD document that is being amended.

Changes that Require an ARD Meeting

The amendment procedure MAY NOT be used to:

- Change the student's educational placement or instructional setting
- Amend a transfer student's IEP adopted from another school district
- Conduct a Manifestation Determination Review

- Modify Present Levels of Academic Achievement or Functional Performance (PLAAFP) statements, Goals, or the Behavior Intervention Plan (BIP)
- Change special education schedule of services, amount of service time, or to add/drop services (excluding transportation)
- Address eligibility for special education services
- Review of a student's lack of progress
- Amend state and/or district assessment decisions
- Extend or shorten current IEP end dates
- Consent to conduct any evaluation, including Functional Behavior Assessment (FBA)

Changes that DO NOT Require an ARD Meeting

The amendment procedure MAY be used to:

- Amend all areas of transition
- Amend accommodations or revise existing modifications
- Correct minor clerical errors

Resources

See Accommodations, Modifications, Supplementary Aids and Services
See Continuum of Services
US Department of Education's Guide to the Individualized Education Program
Texas Education Agency (TEA)'s IEP Development Guidebook: Goals, Accommodations & Modifications (Oct. 2020)
Region 13's Writing Appropriate Measurable Postsecondary Goals
TEA's IEP Development Guidebook: Goals, Accommodations & Modifications
TEA's Measurable Annual Goals: Question & Answer
US DOE Topical Brief on Individualized Education Plans (IEP)
Resources to Support Special Education Students in General Curriculum
Austin ISD Board Policy EHBAB
TEA's The Least Restrictive Environment: Question and Answer Document

Multi-Tiered Systems of Support (Formerly Response to Intervention)

What's Required

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the district's overall, general education referral or screening system. Austin ISD utilizes a Multi-Tiered System of Support (MTSS). Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response

to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parent, or another person involved in the education or care of the student.

What We Do

Austin ISD's MTSS is designed to provide every student with high quality instruction. The emphasis of the MTSS process is on prevention and early identification of students in need of academic and/or behavioral support. Academic and behavioral support interventions are provided at increasing levels of intensity in accordance with each individual student's needs. Interdisciplinary teams made up of administrators and teachers work collaboratively to problem solve and match students to the appropriate instructional and/or behavioral interventions. These "child study teams" (CST) monitor student progress and frequently review student data to evaluate each student's response to the interventions provided.

In Austin ISD, the MTSS process is composed of three instructional tiers. Tier I is experienced by all students in the general education classroom and is characterized by differentiated core instruction and school-wide behavior management practices. If a student needs academic and/or behavioral support beyond what is typically provided at Tier I, the student will be referred to an MTSS Child Study Team for placement in Tier II interventions. At Tier II, students receive targeted instructional and/or behavioral support designed to meet their individual needs and facilitate their success in the general education classroom. Students who do not respond to Tier II interventions may be referred to Tier III where they will experience more intensive interventions. See Referral Process and Full and Individual Initial Evaluation.

If you have questions regarding the MTSS process, please contact Dr. Jane Ross, Assistant Director of the Child Study Team/MTSS at 512-414-0873.

Resources

Referral Process and Full and Individual Initial Evaluation
See Section 504 and Americans with Disabilities Act

Occupational Therapy

What's Required

Individuals with Disabilities Education Improvement Act (IDEA) defines occupational therapy (OT) as services provided by a qualified occupational therapist to include:

- Improving, developing or restoring functions impaired or lost through illness, injury or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; *and*

- Preventing, through early intervention, initial or further impairment or loss of function.

The American Occupational Therapy Association defines occupational therapy as "the use of purposeful activity or intervention to achieve functional outcomes. Achieving functional outcomes means to develop or facilitate restoration of the highest possible level of independence in interaction with the environment."

School-based OT services support the student's participation in educational programming and activities. Occupational Therapy as a Related Service provided by schools is limited to that which is required for the student to benefit from their educational program. This differs from the medical model of therapy services and may not address the medical needs of a student based on their disability. Any related service, if determined necessary, is provided under IDEA in order for a student to benefit from their educational placement, by supporting the student's goals in their IEP.

The need for OT services is determined through an evaluation to consider if the service is needed in order to assist the student with a disability to benefit from their education. Based on the evaluation and recommendations from the occupational therapist, the ARD Committee determines services. The amount of time, frequency, and duration of services are specified in the student's IEP.

What We Do

Referral Process

When a parent or Austin ISD staff member raises a concern that involves occupational performance or participation in fine motor, sensory, or social interactions as they relate to a student's educational needs, the campus will consider a referral for occupational therapy. There are several circumstances under which a referral to occupational therapy may be generated to include the following:

- **Students currently receiving Special Education services:**
    - Students who currently receive special education services may demonstrate a lack of progress on a goal in an area that may require the addition of OT in order to allow the student to make satisfactory progress on that goal. The ARD Committee must:
        - Use measurable data to determine if there are barriers limiting the student's progress in the identified goals and objectives or if there are additional areas of difficulty for the student not previously identified.
        - Consider campus-based support, including intervention strategies to benefit all students that are available to campus personnel that may address the identified barrier or additional area of difficulty.
        - Determine if there is an educational need for an OT evaluation. If so, a REED will be held and parental consent will be obtained to generate a referral for an occupational therapy consult/evaluation. An evaluation report will be completed and filed.
            - If data shows that the strategies have resulted in adequate improvement in performance, and the barriers limiting student progress are addressed so that they do not involve performance skills in the areas of fine motor impacting functional and/or self-help skills or social/behaviors impacting classroom participation, the ARD Committee may determine that there is no educational need for an OT

evaluation.

- **Students transferring into Austin ISD**:
  - Students may move into Austin ISD with OT as part of their IEP. If this is the case, Austin ISD will implement the student's IEP provisions from the previous school district for up to 30 days while preparing for a permanent placement ARD Meeting.
    - The occupational therapist will use this time to collect data needed to determine recommendations for OT services.
    - To provide therapy in Texas, licensed occupational therapists must have the following in order to provide OT services:
      - A current evaluation in hand (accurate/within last 3 years)
      - Goals that indicate an occupational therapist's support
      - OT services specified on the IEP service page
      - A physician referral for students with a medical condition as defined by the Texas OT Rule.
      - Without these, the occupational therapist may only provide general intervention strategies. If a current OT evaluation does not come with the student's paperwork, the occupational therapist will update the student's present levels of performance in their current educational setting and gain consent to conduct an OT evaluation.

- **Students currently undergoing a Full and Individual Initial Evaluation (FIIE) to determine eligibility for special education:**
  - The student's initial evaluation team may determine that information from an occupational therapist is needed to determine if the related service of OT would be necessary in the event the student qualifies for special education.
  - If it is determined that an occupational therapist is needed to participate in the FIIE, the campus evaluation specialist will obtain consent from the student's parents.

- **Students currently undergoing a reevaluation process:**
  - The student's parent and/or ARD Committee may determine that information from an occupational therapist is needed to determine if the related service of OT would be necessary to assist the student with a disability to benefit from their education.
  - If it is determined that an occupational therapist is needed, the campus occupational therapist will be invited to the ARD Meeting where a REED will be conducted and consent will be obtained from the student's parents.

Evaluation Process

In Austin ISD, an OT evaluation consists of the occupational profile and an analysis of occupational performance. For the evaluation, the occupational therapist may do any or all of the following:

- Review information such as work samples, report cards, outside evaluations, district evaluations, teacher observations, and previously attempted strategies
- Collaborate with the student's teacher(s) regarding the student's history and progress in relation to the identified educational concern
- Administration of specific rating scales

- Observe the student in the educational setting during the time and in the environment(s) where the challenge(s) occurs
- If no additional support is indicated, and it is determined that the area of concern can be addressed through general strategies (including classroom level interventions), the OT will complete a written evaluation report describing any observations/considerations and suggestions or follow-up that are recommended and review this information with the ARD Committee
- If an OT evaluation is indicated, the occupational therapist will complete the evaluation and review with the ARD Committee

Service Delivery Models

In Austin ISD, an occupational therapist is assigned to each campus. Occupational therapy services, provided by an occupational therapist, may include working with the student, teachers, and other team members to ensure collaborative and coordinated service delivery either inside or outside the general education classroom, depending on the OT evaluation and the ARD Committee's decision. In Austin ISD, OT services are provided in an integrated model to facilitate the implementation of the IEP in the natural environment at school (including classrooms, hallways, cafeterias, gym, playground, etc.). The occupational therapist works with the student in the classroom or other school environments to determine appropriate strategies, interventions and equipment/tools, and to train instructional staff on how and when to use strategies, interventions and equipment/tools.

In AISD, the terms used most often to describe the service delivery are "direct" and "indirect".

- Direct Services: The occupational therapist provides direct services, one on one with the student in the general education or special education setting.
- Indirect Services: The occupational therapist provides consultation to someone other than the student (i.e., special education teacher, general education teacher, parent). The occupational therapist uses this time to collaborate with the educational team to develop and implement strategies and accommodations that support the student's IEP. In this model, the occupational therapist also addresses the student's educational need for modifications in the school environment, educationally relevant adaptive equipment, and/or assistive devices.

The occupational therapist will participate with a collaborative team on the campus to assess the effectiveness of each service model, interventions and to revise/adapt for the specific student as needed.

Resources

See Adaptive Equipment
See Continuum of Services
The American Occupational Therapy Association

Out of District Placement

What's Required

A school district may contract for the placement of a student with disabilities when the district and ARD Committee determines that an out of district placement or program is necessary in order for the student to receive a free appropriate public education. Before the district places a student with a disability in, or refers a student to a residential facility, the district will initiate and conduct an ARD Meeting to develop an appropriate IEP for the student.

What We Do

When a student who is already served in a self-contained classroom/program shows increasingly severe challenging behaviors that pose a threat to the safety of the student and/or other people despite the consistent implementation of the Behavior Intervention Plan (BIP) and other intervention supports, a staffing staff will be scheduled to review students' programming, consider other possible interventions, review current data, and discuss Austin ISD's Continuum of Services and Supports. The staffing would include the following members: campus administrator (s), the student's case manager, specific program staff, evaluation specialist, campus behavior specialist, campus special education support coordinator, Director of Campus Support, and Director of Compliance and Operations.

If warranted, the campus administrator, Director of Campus Support, and Director of Compliance and Operations will schedule a parent conference to discuss the staffing and to receive input from parents. A non-public school administrator from the placement site (varies based on the individual needs of the student) will then be contacted and an ARD Meeting will be scheduled to review IEPs, discuss program, placement and options for continuum of support.

If the ARD Committee agrees that an out of district placement is absolutely necessary, it will determine and document a reintegration plan and implementation timeline within the student's IEP. The Director of Compliance and Operations will initiate the transfer process with the non-public school and organize a site visit for the parents to the Non-Public School campus. Scheduled site visits from the district and for the parent will be initiated through the Director of Compliance and Operations as often as needed (but no less than twice a year) for continued support of the student. Based on the individual student's needs while attending non-public school, there might be a need to hold regularly occurring staff meetings and/or ARD Meetings to discuss the student's IEP progress, programming and reintegration plan.

Resources

See Continuum of Services
Texas Education Agency (TEA) Guidance on Off Campus Program Placements for Students Receiving Special Education and Related Services
Students Receiving Special Education and Related Services in an Off-Campus Program

Parent Concerns

What's Required

Austin ISD shall endeavor to ensure that a parent is included in the process of developing a student's IEP. The ARD Committee will collaborate to determine eligibility, write the student's IEP and attempt to reach consensus.

On occasion, disputes may arise between a parent and the district related to the identification, evaluation, or education placement of provision of a free appropriate public education (FAPE) for a student with a disability. The Texas Education Agency encourages the resolution of any dispute between parents and the school district at the lowest level possible and in a prompt, efficient and effective manner. The possible options for resolving disputes include, but are not limited to:

- ARD Meeting
- Meetings or conferences with the student's teacher(s)
- Meetings or conferences, subject to school district policies, with campus administrator(s), the special education director of the district, the superintendent, or the board of trustees
- Filing a grievance using district policy FNG
- Request mediation through Texas Education Agency (TEA)
- File a complaint with TEA
- Request a due process hearing through TEA
- Mediation following the filing of a request for due process
- File a complaint with the Office of Civil Rights

See Notice of Procedural Safeguards -	English	Spanish
See A Parent's Guide to the ARD Process -	English	Spanish

What We Do

Local resolution is a voluntary process that should be the first option, giving the parent and the district the chance to resolve any concerns.

- As a first step, the parent should contact their student's school and speak to the principal or special education team lead or department chairperson regarding a concern.
- If the concern is about campus personnel or about an area not under special education's purview, a parent can file a formal complaint with the campus administrator who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution in congruence with Board Policy FNG (Local).
- If contacting the campus personnel is not providing a solution to the problem, the parent(s) should contact the Austin ISD Special Education central office and discuss the concern that is occurring on campus and the individual will direct them to the appropriate staff member to discuss their concern. The special education office may be reached at (512) 414-SPED (7733).

- If the special education contact that is provided to you is not able to assist with a solution, the parent(s) should contact the Special Education office to speak with the Executive Director for Evaluations & Compliance or the Executive Director of Instructional Programs at (512) 414-SPED (7733).
- If all efforts to reach a solution with the district are unsuccessful, the parent(s) or other interested party can file a complaint with the Texas Education Agency (TEA) or the United States Department of Education Office of Civil Rights (OCR).
- The parent(s) may also file a due process hearing request with TEA to resolve the issue(s) before a special education hearing officer.
- If the parties resolve any issues, the parents should contact TEA or OCR either verbally or in writing to request that the complaint/due process be withdrawn or that certain issues be dismissed.

Resources

Austin ISD Board Policy FNG
TEA's Special Education Dispute Resolution Systems Handbook (English) Spanish Chinese Vietnamese Arabic
State Special Education Dispute Resolution System: A Comparison of Services Available to Parents and Schools
TEA Guidance on IEP Facilitation
TEA Guidance on Special Education Mediation Program
TEA Guidance on Due Process Hearing Program
Legal Framework
Texas Project FIRST
The Partners Resource Network
TEA Toll Free Parent Information Line: 1-800-252-9668
See Notice of Procedural Safeguards - English Spanish
See A Parent's Guide to the ARD Process - English Spanish

Physical Therapy

What's Required

Part B of Individuals with Disabilities Education Improvement Act (IDEA) defines physical therapy (PT) as services provided by a qualified physical therapist to include:

- Working collaboratively with a student's ARD Committee and participating in screening, evaluation, program planning, and intervention;
- Designing and implementing physical therapy interventions, including teaching and training of family and education personnel and measurement and documentation of progress, to help the student achieve their IEP goal; and,
- Assisting students in accessing school environments and benefiting from their educational program.

The Executive Council of Physical Therapy and Occupational Therapy Examiners defines physical therapy (PT) as "a form of health care that prevents, identifies, corrects, or alleviates acute or prolonged movement dysfunction or pain of anatomic or physiologic origin. In the educational setting, the physical therapist conducts evaluations and assessments to determine needed services to fulfill educational goals."

School-based PT services support the student's participation in educational programming and activities. Physical Therapy as a Related Service provided by schools is limited to that which is required for the student to benefit from their educational program. This differs from the medical model of therapy services and may not address the medical needs of a student based on their disability. Any related service, if determined necessary, is provided under IDEA in order for a student to benefit from their education placement, by supporting the student's goals in their IEP.

The need for PT services is determined through an evaluation to consider if the service is needed in order to assist the student with a disability to benefit from their education. Based on the evaluation and recommendations from the school physical therapist, the ARD Committee determines services. The amount of time, frequency, and duration of services are specified in the student's IEP.

What We Do

Referral Process

When a parent or Austin ISD staff member raises a concern that involves physical performance or participation in gross motor, functional, or social interactions as they relate to a student's educational needs, the campus will consider a referral for physical therapy. There are several circumstances under which a referral to PT may be required to include the following:

- **Students currently receiving Special Education services:**
    - Students may be currently receiving special education services and demonstrate a lack of progress on a goal in an area that may require the addition of PT in order to allow the student to make satisfactory progress on that goal. The ARD Committee must:
        - Use measurable data to determine if there are barriers limiting the student's progress in the identified goals and objectives or if there are additional areas of difficulty for the student not previously identified.
        - Consider campus-based support, including intervention strategies to benefit all students that are available to campus personnel that may address the identified barrier or additional area of difficulty. Determine if there is an educational need for an PT evaluation. If so, a REED will be held and parental consent will be obtained to generate a referral for an occupational therapy consult/evaluation will be completed and filed.
            - If data shows that the strategies have resulted in adequate improvement in performance, and the barriers limiting student progress are addressed so that they do not involve performance skills in the areas of fine motor impacting functional and/or self-help skills or social/behaviors impacting classroom participation, the ARD Committee may determine that there is no educational need for an PT

evaluation.

- **Students transferring into Austin ISD:**
  - Students may move into Austin ISD with PT as part of their IEP. If this is the case, Austin ISD will implement the student's IEP provisions from the previous school district for up to 30 days while preparing for a permanent placement ARD Meeting.
    - The physical therapist will use this time to collect data needed to determine recommendations for PT services.
    - To provide therapy in Texas, licensed physical therapists must have the following in order to provide PT services:
      - A current evaluation in hand (accurate/within last 3 years)
      - Goals that indicate a physical therapist's support
      - PT services specified on the IEP service page
      - A physician referral for students with a medical condition as defined by the Texas PT Rule
      - Without these, the physical therapist may only provide general intervention strategies. If a current PT evaluation does not come with the student's paperwork, the physical therapist will update the student's present levels of performance in their current educational setting and gain consent to conduct an PT evaluation.

- **Students currently undergoing a Full and Individual Initial Evaluation (FIIE) to determine eligibility for special education:**
  - The student's initial evaluation team may determine that information from a physical therapist is needed to determine if the related service of PT would be necessary in the event the student qualifies for special education.
  - If it is determined that a physical therapist is needed to participate in the FIIE, the campus evaluation specialist will obtain consent from the student's parents.

- **Students currently undergoing a reevaluation process:**
  - The student's parent and/or ARD Committee team may determine that information from a physical therapist is needed to determine if the related service of PT would be necessary to assist the student with a disability to benefit from their education.
  - If it is determined that a physical therapist is needed, the campus physical therapist will be invited to the ARD Meeting where a REED will be conducted and consent will be obtained from the student's parents.

Evaluation Process

School-based physical therapists may evaluate a student with disabilities to determine the need for services in the educational setting. As a related service to special education, physical therapy services may be recommended to the ARD Committee if the expertise of a PT is required for students to access the general education curriculum, to participate in their educational environment, and to benefit from their specially designed educational program.

In Austin ISD, a PT evaluation consists of a motor profile and an analysis of physical performance. For the evaluation, the physical therapist may do any or all the following:

- Review information such as work samples, report cards, outside evaluations, district evaluations, teacher observations, and previously attempted strategies.
- Collaborate with the student's teacher(s) regarding the student's history and progress in relation to the identified educational concern.
- Administration of rating scales.
- Observe the student in the educational setting during the time and in the environment(s) where the problem(s) occurs.
- If no additional support is indicated and it is determined that the area of concern can be addressed through general strategies (including classroom level interventions), the PT will complete the PT Consultation Services form describing any observations/considerations and suggestions or follow-up that are recommended and review this information with the ARD Committee.
- If a PT evaluation is indicated, the physical therapist will complete the evaluation and review with the ARD Committee.

Service Delivery Models

In Austin ISD, a physical therapist is assigned to each campus. Physical therapy services, provided by a physical therapist, may include working with the student, teachers and other team members to ensure collaborative and coordinated service delivery either inside or outside the general education classroom, depending on the PT evaluation and the ARD Committee's decision. In Austin ISD, PT services are provided in an integrated model to facilitate the implementation of the IEP in the natural environment at school (including classrooms, hallways, cafeterias, gym, playground, etc.). The physical therapist works with the student in the classroom or other school environments to determine appropriate strategies, interventions and equipment/tools, and to train instructional staff on how and when to use strategies, interventions and equipment/tools.

In Austin ISD, the terms used most often to describe the service delivery are "direct" and "indirect".

- Direct Services: The physical therapist provides direct services, one on one with the student in the general education or special education setting.
- Indirect Services: The physical therapist provides consultation to someone other than the student (i.e. special education teacher, general education teacher, parent). The physical therapist uses this time to collaborate with the educational team to develop and implement strategies and accommodations that support the student's IEP. In this model, the physical therapist also addresses the student's educational need for modifications in the school environment, educationally relevant adaptive equipment, and/or assistive devices.

The physical therapist will participate with a collaborative team on the campus to assess the effectiveness of each service model, interventions and to revise/adapt for the specific student as needed.

Resources

See Adaptive Equipment
See Continuum of Services

The Executive Council of Physical Therapy and Occupational Therapy Examiners
Fact Sheet on Providing Physical Therapy in Schools under IDEA 2004 (2009). American Physical Therapy Association, Section on Pediatrics.

Prior Written Notice

What's Required

Prior written notice (PWN) must be provided to the parent of a student with a disability whenever the district proposes or refuses to initiate or change the:

- Identification of a student
- Evaluation of a student
- Educational placement of a student
- Provision of a free appropriate public education to the student
- Ceases the provision of special education and related services due to the parent's revocation of consent for services

Prior written notice must be given at least five school days prior to the actions that the school proposes or refuses to take unless a shorter time is agreed upon by the parent. In counting school days, the day the notice is sent is not counted as part of the five school days. A parent may elect to receive PWN by an electronic email communication.

The PWN must be written in a language that is understandable to the general public and provided in the native language, or other mode of communication, used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure the notice is translated orally or by other means to the parent in their native language or other mode of communication and that they understand the content of the notice.

PWN must contain the following contents:

- A description of the action proposed or refused by the district
- An explanation of why the district proposes or refused to take the action
- A description of each evaluation procedure, assessment, record or report the district used as a basis for the proposed or refused action
- Sources for the parent to get help understanding the provisions of Individuals with Disabilities Education Improvement Act (IDEA)
- A description of other options considered by the ARD Committee and the reasons why those options were rejected
- A description of other factors relevant to the district's proposal or refusal
- A statement that the parent of a student with a disability has protections under the procedural safeguards of the IDEA and a copy of the Notice of Procedural Safeguards and the Parent's Guide to the ARD Process

PWN shall be provided following each ARD Meeting to document the decisions of the ARD Committee. This may be documented through preparation of the ARD Meeting deliberations or minutes. A completed PWN would satisfy the district's obligation to document the decisions of a student's ARD Committee. Austin ISD may use the IEP and the deliberations or minutes as part of the PWN so long as the document(s) the parent or guardian receives meet all the requirements of prior written notice. The deliberations and/or the Prior Written Notice may be used to establish how the district is providing a FAPE to a student and collaborating with a parent or to document other factors relevant to a student's IEP.

What We Do

Ensuring Parental Participation

Austin ISD will make three advance attempts to notify parents of ARD Meetings and arrange a mutually agreeable time and location. Campus staff will make every effort to accommodate the parents' schedule; however, there is no requirement that an ARD Meeting be held outside of regular business hours of the school.

- The first Prior Written Notice of the ARD meeting is provided in writing at least 2 weeks (10 working days) prior to the scheduled ARD date. This early notice will allow more time to contact the parent and then proceed at the first scheduled date and time. The Notice form includes options to agree to the proposed date, change the date, hold the ARD Meeting on the phone or suggest the district proceed without the parent in attendance. A copy of the completed Notice form sent to the parent is maintained in EasyIEP as documentation.
    - Staff may call and discuss the proposed date with parents in order to pick a reasonable date and time for both parties before providing the Prior Written Notice.
- The second attempt to notify the parents of the ARD will also be in writing (if there is no response from the parent after the first notice). Austin ISD will copy the first notice form and send it as the second Notice of ARD meeting.
- The third Notice contact will be attempted to get parental participation if there is no response from the first two attempts. The third Notice may be a follow-up phone call to home or to work.
- If the campus has exhausted all reasonable efforts to arrange a mutually agreeable date and time for an ARD on multiple occasions, and sent out multiple meeting notices, it is recommended that the campus administrator provide the parent a written letter. The letter should include a summative of all the dated attempts to schedule the ARD and an ARD Meeting Notice. Contact your Special Education Coordinator for assistance.
- After three attempts and no response, contact your Special Education Coordinator for assistance on how to proceed. In limited circumstances, Austin ISD may go forward with the ARD Meeting as scheduled.
- All dates of scheduling attempts and the initials of personnel attempting contact must be documented on the district Notice form and filed in EasyIEP.

For Initial ARD Meetings:

- Within 30 calendar days from the date of the completion of the student's Full and Individual Initial Evaluation report, the student's ARD Committee shall make its decisions regarding the student's initial eligibility, and, if appropriate, their IEP and placement.

Resources

OSEP Letter to Ferrera
OSEP Letter to Lieberman
OSERS Dear Colleague Letter (December 5, 2014)
Texas Education Agency (TEA)'s Special Education Prior Written Notice Quick Guide
ESC Region 4 Prior Written Notice: Legal Requirements and Best Practices
TEA's Legal Framework for Prior Written Notice
Notice of Procedural Safeguards

Public Health-Related Protocols

What's Required

Austin ISD will comply with local ordinances or health mandates that necessitate limiting the physical access of campuses for students.

What We Do

ARD Meetings

ARD Meetings may be held virtually. Parents may choose to participate via telephone or teleconferencing. The ARD Committee will develop an IEP designed for in-person instruction and will formulate an individualized contingency plan to be implemented in the event of virtual instruction. When local ordinances necessitate social distancing, in-person learners electing to participate in ARD Meetings will have access to a confidential meeting space on school grounds and any necessary technology to access their ARD meeting virtually.

Specially Designed Instruction and Related Services

If deemed necessary for public safety, instruction and services may be provided virtually. The ARD Committee will develop a contingency plan that outlines the individualized instruction and services to be provided if a student is accessing virtual off-campus learning. Best efforts will be made to provide all components of the agreed upon plan.

Austin ISD may utilize multiple platforms to best support learning. Both synchronous and asynchronous delivery models are considered direct services. Campuses may elect to allow for virtual learners to access in-person general education activities such as extracurricular activities or fine arts. When this is permitted, parents may request in-person related services for students for virtual instruction. Campus protocols regarding safety procedures and the use of Personal Protective Equipment (PPE) may be implemented when staff and/or students are on campus.

Campus staff will receive regular instruction in the methods used to provide virtual instruction, such as the provision of instructional phone calls, videoconferencing, homework packets, online lessons, and other

available distance-based learning approaches. All parent contact will be documented through the parent contact log in EasyIEP.

Evaluations

Safety precautions and the use of appropriate PPE will be implemented in the event of a public health emergency. Austin ISD will make every attempt to adhere to federal and state evaluation timelines. Should specific evaluation components that require face-to-face interaction be delayed during times of public safety emergency, the evaluation components that can be administered safely under the existing conditions will be completed by the federally imposed deadline.

By the evaluation due date, the evaluator will provide parents a Prior Written Notice documenting:

- A list of the any incomplete required portions of the evaluation, and
- A brief description of why the incomplete portions are required, such as due to safety concerns

Should a parent elect to temporarily decline their student's participation in required face-to-face evaluations due to public safety concerns, this shall not revoke consent. The evaluator will contact the parent once per grading period to determine whether they wish to continue delaying in-person testing and will provide Prior Written Notice that Austin ISD remains ready, willing and able to conduct their student's evaluation.

Local or state health authority guidance may supersede district procedures.

Reevaluations

What's Required

Austin ISD will ensure that a reevaluation of a student with a disability is conducted if:

- The district determines that the educational or related services' needs, including improved academic achievement and functional performance, of the student, warrant a reevaluation; or
- The student's parent or teacher requests a reevaluation; or
- Before determining that a student is no longer eligible for special education services.

A reevaluation will be conducted at least every three-years unless the parent and the district agree that it is unnecessary. A reevaluation may not occur more than once a year unless the parent and the district agree otherwise.

The district will obtain informed parental consent prior to conducting any reevaluation; however, the evaluation may be completed without the parent's consent if the district can demonstrate that it made reasonable efforts to obtain informed parental consent and the student's parent has failed to respond.

A reevaluation is not required (but a Summary of Performance is required) before the termination of a student's eligibility due to:

- Graduation from secondary school with a regular diploma, or

- Exceeding the age eligibility for a free appropriate public education under state law

What We Do

Beginning of the School Year

- Each campus's evaluation team member and department chair/lead teacher is responsible for compiling the list of students needing re-evaluation within the school year.
- The department chair or lead teacher, depending on the campus, is responsible for scheduling the ARD Committee meeting that will include a review of evaluation data (REED) at least 3 months prior to the student's 3 year re-evaluation date.
- The campus evaluator is responsible for prepping the student's REED.

Data Collection

- General education and/or special education personnel forms may be completed by multiple sources.
- Any personnel with relevant information concerning the student will be asked to complete, sign, and date the form.
- The person completing the form should address those competencies about which they have direct knowledge and/or observation.
- Information from parents should be sent home for completion by the parent(s)/guardian(s).
- The school nurse completes the health information form (all relevant health information should be addressed).

Review of Data

- The evaluation specialist or speech-language pathologist convenes a Review of Existing Evaluation Data (REED) meeting during an ARD Meeting to review the student's current eligibility and current progress.
- Based on the available data, the ARD Committee determines the need for a formal evaluation.
- If the decision is to formally evaluate, the parent will be provided Notice of the Evaluation and asked to sign the Consent for Evaluation.
    - Following the evaluation, the evaluation specialist will schedule an ARD Meeting within 20 days of the evaluation's completion date to review the re-evaluation data.
- If the decision is to continue the current disability identification without any additional formal evaluation information, the evaluation specialist will complete the REED document. This will become the new Full and Individual Evaluation Report. This information is placed in the student's special education eligibility folder.
- The Full and Individual Evaluation (FIE) must be finalized by the FIE due date.

ARD Committee

- The ARD Committee must include persons needed to establish eligibility for specific disabilities.
- For suspected dyslexia, the multidisciplinary evaluation team and the ARD committee must include a professional with specific knowledge of the reading process, dyslexia and related disorders and dyslexia intervention.
- For VI students, a representative of the Programs for the Visually Impaired must be present.
- For AI, a representative from the Program for the Deaf and Hard of Hearing must be a part of the ARD Committee
- In determining whether or not additional data is needed, the committee should consider the following:

- The specific disability: Certain disabilities may change over time and require formal evaluation to substantiate developmental changes.
- Age of the student: Each case should be considered on an individual basis.
- Emotional/behavioral factors: Behavioral considerations should be documented in various settings for all students. Specific documentation and appropriate and current evaluations will impact future decisions if a Manifestation Determination Review (MDR) is needed. See Behavior Support and Discipline.
- Special education services and supports provided: Special education services and supports that are in place and the effect of eliminating, reducing, or changing those services should be considered.
- Instructional demands of grade level standards: A major consideration should be the degree to which the student is able to meet the instructional demands of grade-level standards without special education and related services.

Parents

- The parent's right to request a formal evaluation always overrides the committee's decision to continue the disability identification without formal testing.
- The parent has the right to request a formal evaluation to determine whether the student continues to be a student with a disability.

Resources

See Transition and Graduation (Summary of Performance)

Referral Process and Full and Individual Initial Evaluation (FIIE)

What's Required

Austin ISD provides all students with appropriate high-quality, research and evidence-based instruction in regular education settings by qualified personnel. Referral of students for a full and individual initial evaluation for a suspected disability and possible special education services must be a part of the district's overall, general education referral or screening system. A Full and Individual Initial Evaluation (FIIE) is conducted before the initial provision of special education and related services to a student with a disability.

Full and individual initial evaluations are conducted within 45 school days of receiving written parental consent for the evaluation. The purpose of the evaluation under Individuals with Disabilities Education Improvement Act (IDEA) is to determine:

- If the student is a child with a disability;
- Determine the educational needs of the student; *and*
- Guide decision making about the appropriate educational programming for the student.

What We Do

Prior to referral, students experiencing difficulty with the general curriculum should be considered for support services available to all students. Non-exhaustive examples could include tutorials, remedial support, compensatory services, and/or specific researched and evidence-based academic or behavior interventions. Austin ISD uses a Multi-Tiered System of Support (MTSS) to provide targeted intervention to students in need of academic, behavior, functional, or social support.

If a student continues to experience difficulty with the general curriculum that all students are receiving, after the provision of interventions, district or campus personnel will refer the student for a full and individual initial evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A referral for a full and individual initial evaluation may be initiated by school personnel, the student's parent, or another person involved in the education or care of the student at any time.

Evaluation Procedures

- Austin ISD will give prior written notice, specifically titled notice of proposal to evaluate, to obtain informed consent of parents prior to administering any evaluation. The parent will be fully informed and indicate their consent by marking that:
    - The parent has been fully informed of all information relevant to the initial evaluation in their native language or other mode of communication;
    - The parent understands and agrees in writing to the district carrying out the initial evaluation;
    - The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time; and,
    - If the parent revokes consent, that revocation is not retroactive; therefore, it does not negate an action that has occurred after the consent was given and before the consent was revoked.
- If the family has an outside provider or agency that can contribute relevant information or recommendations towards a student's evaluation, a release of confidential information form will be given to the parent. This specific form is required for any student suspected of Other Health Impairment, where a medical professional's diagnosis is needed for disability qualification.
    - *Note: To serve the student in the least restrictive environment, parents will be asked to submit a release for confidential health information so Austin ISD may collaborate with the diagnosing medical professional to discuss possible accommodations, modifications, supplementary aids and services.*
- Evaluation instruments must not be culturally or racially discriminatory and be administered in accordance with standardized procedures in order to prevent inappropriate evaluations for specific cultural and racial groups. Austin ISD uses a variety of evaluation instruments and strategies to gather relevant functional and developmental information about the student, including information provided by parents, teachers, related service providers, and outside providers or agencies. All data is reviewed, interpreted and compiled into a FIIE Report.
- The evaluator determines the scope of the evaluation needed within each required area of assessment depending on the individual student and the suspected disability. If the parent includes conditions or restrictions on which assessments are conducted or how assessments are conducted, Austin ISD will notify the parent that the parent's restrictions or conditions effectively withhold consent and that the parent has the option to either provide consent without such conditions or restrictions or to decline the

evaluation. The district may seek to override a lack of parental consent for an FIIE requesting a special education due process hearing.

- Austin ISD has the right to conduct an evaluation or reevaluation if the district has reason to suspect that a student has a disability and that by virtue of the suspected disability needs specially designed instruction. If the parent refuses consent for the district-proposed evaluation or reevaluation, the district may seek to override parental refusal to consent by requesting a special education due process hearing. If Austin ISD decides not to pursue the evaluation, the school does not violate the requirement under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services.

Areas of Evaluation

Evaluations for every student must include:

- Information about the student's academic, developmental and functional performance;
- Be administered by trained and knowledgeable personnel;
- Be administered in the student's native language or other mode of communication; and,
- Be unbiased or given in such a way so as not to discriminate against the student, regardless of their cultural background, race, or disability.

Every student referred for a special education evaluation in Austin ISD will be assessed in all areas related to the student's suspected disability (ies). The assessments and evaluative instruments used will also be tailored to the student's suspected disabilities and potential need for related services. However, Austin ISD will ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not the assessments used are commonly linked to the student's suspected disability categories.

If it is suspected that a student has dyslexia or a related condition, the school must seek parent consent to conduct a Full Individual Initial Evaluation (FIIE) or a Full Individual Evaluation (FIE) through special education. Evaluations through the special education process make sure that students who are eligible for special education services are identified and provided the support they need. If your student is evaluated for dyslexia or a related disorder, your child will also be evaluated in any other areas in which there are suspected disabilities. Students are not evaluated or admitted into special education without parent consent.

Austin ISD maintains a list of the most current appropriate assessment instruments used to address cognition, language, memory, attention, reasoning, abstract thinking, judgment, sensory, perceptual, fine and gross motor abilities, emotional-behavioral, adaptive functioning, information processing, academic abilities, and speech. Every evaluation will address the student's performance and abilities in the following areas:

- Language and Communication
- Physical (health, vision, hearing, and motor abilities)
- Emotional/Behavioral
- Sociological
- Intellectual/Cognitive and Adaptive Functioning
- Achievement/Academics
- Assistive Technology

At the end of every evaluation, a summary of the synthesized findings will be documented, along with recommendations for the student.

Request for Evaluation

The student's parent or legal guardian, school personnel, or another person involved in the education or care of the student can make a referral for special education at any time. The district may not deny a referral or delay an initial evaluation because pre-referral interventions have not been implemented with a student.

- The appropriate time to evaluate a student for special education and related services is when the student receiving Multi-Tiered System of Support (MTSS) support is not responding sufficiently or closing the gap between their performance and their peers' performance, the student may be a student with a disability and a need for special education services. If a student is receiving MTSS services, and there is a decision to conduct an FIIE, the student should continue receiving the MTSS services while the evaluation is being conducted.
- If a parent makes a written request for an initial evaluation for special education services to an employee of the district, Austin ISD must respond no later than 15 school days after receiving the request. At that time, Austin ISD must provide a prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.
- Requests for a special education evaluation may be made verbally to an employee of the district and need not be in writing. Austin ISD must still comply with all Child Find requirements for students suspected of being a child with a disability and in need of special education. Please note, that a verbal request or one that is made to a district employee who is not a campus or district administrator does not require the district to respond within the 15-day timeline.

Upon completing the evaluation, Austin ISD will provide the parent a copy of the evaluation report at no cost.

Timeline

All evaluation personnel are responsible for adhering to all federal compliance dates for initial evaluations, reevaluations, and transfers where the student has been in special education in another district.

- **Initial Evaluations**: If the district decides to evaluate the student, it must complete the FIE and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation time period will be extended by the number of school days equal to the number of school days that the student is absent.
- **REEDs and Reevaluations:** For the three-year reevaluation, Austin ISD conducts a REED prior to the due date of the three-year reevaluation and with enough time for any requested evaluation to be completed and report written by the reevaluation due date. A best practice recommendation that the district upholds is that a REED is completed at least 45 school days before the three-year anniversary date. If additional data is needed, the information must be obtained prior to the reevaluation due date. For any other reevaluation, the REED will be completed by the timeline designated by the ARD Committee.

- **Transfer Initial Evaluation or Reevaluation:** If a student transfers in from another district with a signed consent form, Austin ISD will contact the sending district to see where the evaluation was in the process. If any evaluative measures have been administered, Austin ISD will attempt to obtain copies of the protocols and/or results and conduct any measures that have not been given to complete the student's evaluation. Austin ISD will consider and test for all Individuals with Disabilities Education Improvement Act (IDEA) suspected disabilities, even if it was not specifically stated in the transfer paperwork. Austin ISD will adhere to the federal compliance dates for the initial and re-evaluations.

Austin ISD will complete an ARD Meeting no later than 30 days following completion of the FIE.

Exception to the 45-Day Timeline

If Austin ISD receives a parent's consent for the FIIE at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more school days will apply.

Delayed or Denied Evaluations and Compensatory Services

If a student is in the process of being evaluated and the evaluation is delayed for any reason, the ARD Committee must consider compensatory services and address it in their IEP. Texas Education Agency (TEA) defines compensatory services as those educational services that are required for a student to make up for skills or learning lost when services described in an IEP were not provided. The ARD Committee will determine whether, and to what extent, compensatory services are required. Decisions about compensatory services are made on an individual basis based upon the student's needs.

Resources

See Adaptive Equipment
See Compensatory Services
See Child Find/Identification
Delayed or Denied Evaluations & Compensatory Services
TEA Guidance on Multi-Tiered Systems of Support
TEA Guidance on Special Education: Initial Referral Timeline
TEA Guidance on Special Education: Full and Individual Initial Evaluation Timeline
Austin ISD's Multi-Tiered Systems of Support website
Austin ISD Board Policy EHBAA
TEA REED and Reevaluation Q&A

Residential Facilities Monitoring

What's Required

Students with disabilities who reside in residential facilities (RFs) located within the Local Education Agency (LEA)'s geographic boundaries and/or jurisdictions who are served by Austin ISD are subject to the RF monitoring system. In accordance with 19 Texas Administrative Code (TAC) §97.1072, the RFM system provides for standards and procedures for monitoring the special education programs provided to students with disabilities residing in RFs. The RFM system has been established to improve performance and compliance with federal and state special education requirements for a unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs. The definition of a RF, for the purposes of the RFM system, is a facility that provides 24-hour custody or care of students who reside in the facility for detention, treatment, foster care, or any non-educational purpose. A RF does not include traditional foster homes licensed by the Texas Department of Family and Protective Services (TDFPS) as Foster Family Homes (Independent).

Austin ISD is required to provide notice to the educational decision maker and caseworker regarding events that may significantly impact the education of a foster care student, including:

- Requests or referrals for special education evaluation
- ARD Meetings
- Manifestation determination reviews
- Any disciplinary actions for which parental notice is required
- Citations issued for Class C misdemeanor offenses on school property or school-sponsored activities
- Reports of restraint and seclusion and
- Use of corporal punishment

Resources

Austin ISD Board Policy EHBAC
See Continuum of Services

Section 504 and Americans with Disabilities Act

What's Required

Section 504 of the Rehabilitation Act of 1973 (Section 504) provides: "No otherwise qualified individual with a disability in the United States…shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance. "

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations,

commercial facilities, and transportation. The current text of the ADA includes changes made by the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009.

Child Find

Austin ISD is responsible for identifying and evaluating students who within the intent of Section 504 of the Rehabilitation Act of 1973 need special services or programs in order that such students may receive the required free appropriate education.

A student who may need specialized instruction or programs within the intent of Section 504 is one who:

- Has a physical or mental impairment that substantially limits one or more of life's major activities; or
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Students may be eligible under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act. Parents who believe that they have a student who may qualify for special services or programs under Section 504 should contact the Campus 504 Coordinator at the home campus. In addition, parents who believe that they have a student who may qualify for special education services or programs under the Individuals with Disabilities Education Improvement Act (IDEA) should contact the home campus office for more information.

See Accommodations, Modifications, Supplementary Aids and Services

What We Do

A student can be referred for a Section 504/ADA evaluation by the parent or school personnel. To be eligible under Section 504/ADA, a committee consisting of the Section 504 coordinator, a general education teacher, and the parent must determine that:

- The student has a physical or mental impairment
- This impairment limits one or more major life activities, and
- The impact of the impairment must be substantial.

Once a student is determined to be eligible for Section 504/ADA, those accommodations are provided in the general education classroom to mitigate the student's impairment so that the student may participate in academic and extracurricular activities.

Test Accommodations for College Board and ACT Tests

Accommodations for these tests require a separate process from test accommodations which may be offered in a student's IEP or Section 504 plan within Austin ISD. Even if your student has accommodations specified within their Austin ISD developed IEP or Section 504 plan, there is no guarantee they will be allowed them during the administration of the College Board and ACT tests. The allowance for test accommodation is determined solely by the College Board and ACT testing services. Families, and not Austin ISD staff, are ultimately responsible for obtaining these accommodations. Although Austin ISD will assist with the

applications as a courtesy for all students with IEPs and 504 plans for families who timely follow the application process, families have the ability to submit their requests directly to the College Board and ACT test services.

Any additional educational and neuropsychological testing needed for or requested by the College Board or ACT testing service offices is the responsibility of the family and will not be provided by Austin ISD staff. Families will receive notification directly from the College Board or ACT testing services on the accommodations granted. It is important for families to adhere strictly to the specified or recommended timelines for submitting all requests for accommodation and to provide whatever documentation is specified. This includes making requests to the appropriate Austin ISD staff within designated timelines as well as the timelines requested by the College Board or the ACT test services offices. Failure to timely submit the requested information to either the testing services or Austin ISD staff may result in your student's inability to be allowed accommodation for their test. For more information on submitting accommodation requests to the College Board, please visit their website.

Resources

See Accommodations and Modifications
See Austin ISD Section 504
See Child Find Duty/Identification
See Multi-Tiered System of Support (MTSS)
See Referral Process and Full and Individual Initial Evaluation

Speech-Language Services

What's Required

In Texas, speech-language therapy is considered an instructional service. This means it can be a stand-alone service as well as a support in order to receive benefits from other special education services. However, in considering the delivery of speech services, all the same factors associated with the individual determination of related services, such as frequency, location, and duration of services, must be considered. A student may be determined to be a student with speech or language impairment if;

- The student has a communication disorder such as, stuttering, impaired articulation, language impairment, or voice impairment; (CFR 34 300.8(c)(11) and
- The speech or language impairment adversely affects the student's educational performance; 19 TAC 89.1040(c)(10) and
- By reason of speech or language impairment, the student needs special education and/or related services (20 USC 1401(3)(A)).

What We Do

A student who has difficulty producing speech or understanding and communicating ideas may have a speech-language impairment. When a person is unable to produce speech sounds correctly or fluently, or has problems with their voice, they have a speech disorder. Difficulties pronouncing sounds, or articulation disorders, and stuttering are examples of speech disorders. When a person has trouble understanding others (receptive language) or sharing thoughts, ideas, and feelings completely (expressive language), they have a language disorder.

- Prior to referral, students experiencing language difficulty in the general education classroom should be considered for the support services available to all students, such as tutorials, remedial services, and/or other support services.
- If the student continues to experience difficulty in the general education classroom after the provision of interventions, the Response to Intervention (RTI) Committee must refer the student for a full and individual initial evaluation.
- Students with suspected speech and/or language impairments are evaluated using a comprehensive battery that is conducted by a professional that is licensed and/or certified as a speech-language pathologist. Professionals may maintain the Texas state license in speech-language pathology or may hold the Texas Education Agency (TEA) Speech and Hearing Therapy certificate as previously granted by the TEA. Many speech-language pathologists also hold the American Speech, Hearing, and Language Associations Certificate of Clinical Competence in Speech and Language Pathology.
- When a student is determined eligible for speech-language services, the service delivery, and clinical methods must focus on achieving the speech and/or language goals in the student's IEP. These services may be provided using a direct service delivery model, and may target one or more of the following areas:
    - Articulation - Abnormal production of speech sounds.
    - Stuttering - Abnormal flow of verbal expression characterized by impaired rate/rhythm.
    - Language - Impairment or delayed development of comprehension and/or use of a spoken/written or other symbol system.
    - Voice - Absence or abnormal production of vocal quality, pitch, loudness, and/or resonance.

Direct Service Delivery Models

- Generalization of skills to the natural setting is crucial for independent communication.
- The Least Restrictive Environment should be considered in the selection of a service delivery model.
    - Least Restrictive Environment (LRE), an Individuals with Disabilities Education Improvement Act (IDEA) mandate, provides that eligible students are educated with students without disabilities to the maximum extent appropriate.
- The following is a description of speech-language service models which are available based on the individual needs of the student.
    - Classroom-Based
        - This model of speech therapy provides direct services to students within the classroom setting.

    - Team teaching by the Speech-Language Pathologist and the regular and/or special education teacher(s) can be utilized within this model.
    - Classroom-based speech-language services involve the use of curriculum content and context for determining a student's communication intervention needs and progress.
    - Intervention is provided in natural environments such as the classroom or the community to integrate communication goals with the curriculum.
- Traditional Pull-Out Service
    - In the traditional direct service pullout model, the Speech-Language Pathologist provides services to students (individually or in small groups) in the speech room or sometimes within the physical space of the classroom setting
    - The traditional pull-out model in the special education speech therapy classroom is the most restrictive environment for speech therapy services.

Feeding and Swallowing

A fundamental educational need for students is adequate nutrition and hydration during their school day. If a student is demonstrating difficulty with feeding and/or swallowing while at school, a consultation should be requested from the Speech-Language Pathologist (SLP) on the Dysphagia Team. The SLP will make a campus visit to review the student files and medical records. The SLP will observe the student during feeding. Recommendations for feeding and swallowing may be made to the classroom staff and training is provided to staff when needed. The school nurse may be part of the team when additional information is needed from the parents and the student's doctor.

Speech Therapy Services for Medically Fragile Students

Some medically fragile students may require home-bound services and/or may experience a temporary period of time when they are not medically stable enough to benefit from Speech Therapy services. The ARD Committee will determine if speech therapy services during this time should be direct or consultative and will determine the frequency and duration of speech therapy services while home-bound. Service time provided while the student is home-bound is determined based on each individual situation and the student's ability to participate while ill.
Dismissal Considerations

The Speech-Language Pathologist must use sound professional judgment and competency, in addition to evaluation data, in recommending that services are no longer warranted. The following factors must be considered:

- Evaluation Data - Does evaluation data indicate that the student no longer qualifies for services according to Austin ISD eligibility procedures?
- Is a Speech/Language Pathologist necessary to provide the intervention required or can services be redirected through other special education providers?
- Feedback from teachers, parents, and students is considered.
- The justification for the decision to dismiss must be documented in detail in the ARD document.
- Determination of dismissal is made by the committee during an ARD Meeting.

Resources

See Continuum of Services

State Performance Plan and Data Collection

What's Required

Each state is required to develop a six-year performance plan that evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b). The Texas Performance Plan (SPP) illustrates how our state will continuously improve upon this implementation, and includes updates through the Annual Performance Report (APR) submitted annually each February.

Texas Education Agency (TEA) is required to publicly report district performance against state targets for the following indicators:

1. Graduation
2. Dropout
3. a. Annual Measurable Objectives
   b. Statewide Assessment Participation
   c. Statewide Assessment Proficiency
4. Suspension and Expulsion of Students with IEPs
5. Educational Environment, Ages 6-21
6. Educational Environment, Ages 3-5
7. Early Childhood Outcomes
8. Parent Involvement
9. Disproportionality in Special Education by Race/Ethnicity
10. Disproportionality in Specific Disability Categories by Race/Ethnicity
11. Child find
12. Early Childhood Transition
13. Secondary Transition
14. Post-School Outcomes

District Data Collection

- Data for Indicators 1 and 2 are collected through Public Education Information Management System (PEIMS) submissions and reported from the AEIS dataset.
- Data for Indicators 3A-C are collected from student test answer documents and reported from the Annual Measurable Objective dataset.
- Data for Indicators 4A-B, 5A-C, 6, 9 and 10 are collected and reported through PEIMS.

- Data for Indicators 7, 11, 12, 13 and 14 are collected through online TEASE applications. Contact data for Indicator 14 are collected through online TEASE applications and results from survey instruments are reported from aggregate datasets.

District Determinations

TEA is required to make annual Determinations on the performance of districts' programs for students with disabilities. Determination levels are communicated to appropriate district personnel, but are not publicly reported. TEA considers the following factors in making determinations:

- Performance on SPP compliance indicators 9, 10, 11, 12 and 13
- Data submission (valid, reliable, timely)
- Uncorrected noncompliance from other sources (complaints resolution, due process, residential facility monitoring and monitoring activities)
- Any audit findings
- PBM special education intervention stage

TEA uses the following determination levels to report district performance:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

Appeals Process

Any district assigned a Determination of Needs Intervention or Needs Substantial Intervention may file a written request for appeal within 30 calendar days of the Determination Level Notification letter. Appeals received after the 30 calendar day time frame will not be considered.

The request for appeal must include submission of all information necessary for the TEA to reconsider the original Determination status assignment. The TEA will acknowledge receipt of the request, evaluate the appeal based on the information provided and issue a Determination Status Appeal Response letter when the review is completed.

Appeals must include a contact person's name, an email address, a phone number and the Local Education Agency (LEA) superintendent's name and signature. The appeal should be submitted to:

Texas Education Agency
Division of Federal and State Education Policy
1701 N. Congress
Austin, Texas 78701

What We Do

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 616(b)(2)(B), requires states to collect data from LEAs for State Performance Plan (SPP) indicators 1-14 in order to report data for the

State Performance Plan / Annual Performance Report. The LEA is responsible for assuring that the data is accurate and therefore, must be knowledgeable of the process. Once entered and complete, the LEA certifier will certify the data. Every district must have a complete and certified status regardless of whether the district has no data to enter. If a district has no data to enter a zero should be entered into the application before the data collection is certified.

SPP Indicator 7: Early Childhood Outcomes

In 2005, the Early Childhood Outcomes (ECO) Center created the Child Outcomes Summary Process as a way for states to summarize data on students for federal reporting purposes. States use the Child Outcomes Summary Form to document the percent of preschool students with IEP who demonstrate improved functioning in three outcome areas:

- Positive social-emotional skills (including social relationships
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet their needs

Starting in 2011, the ECO Center began using the term "Child Outcomes Summary Process" (rather than the Child Outcomes Summary Form or COSF) to emphasize that this measurement approach is a team process, not just a form.

On an ongoing basis throughout the school year, preschool teachers and Speech/Language Pathologists report on all students, ages three through five, who meet the Entry and Exit criteria during the reporting period (July 1-June 30). The electronic Childhood Outcomes Summary Form (eStar) collects the following data:

- Positive Social Emotional Skills at time of entry/exit
- Acquisition and use of knowledge and skills at time of entry/exit
- Use of appropriate behaviors to meet needs at time of entry/exit
- Assessment Instruments used to collect data
- Reason for exiting (i.e.,: aged out, dismissed)

After the data are entered, the entries are reviewed by a program specialist for data entry errors to ensure accuracy and to ensure all schools are reported and not duplicate data exists. Case managers are responsible for printing the completed COSF and placing it in the student's state folder.

SPP Indicator 11: Child Find

Periodically, our Director of Evaluations or her designee checks a report in easyIEP that reflects the information input by campus evaluation specialist(s). This report provides:

- Evaluations completed within the state established timeline;
- Evaluations not completed within state established timelines;
- Determined not eligible;
- Determined eligible;
- Determined to have been delayed and the reason for delay. Detailed Records* would be sent by the campus to the Appraisal Specialist to support the reason for delay;
- And all other required components of Indicator 11.

After the data are entered, the entries are reviewed by our Director of Evaluations or her designee for incomplete information to ensure accuracy and to ensure all schools are reported. *Detailed Records may include, but are not limited to: certified letters; detailed physician's letters, comprehensive records of phone calls made or attempted along with the results of those calls, copies of correspondence sent to parents and any responses received, records of visits made to the parent's home or place of employment and the results of those visits, log of multiple attempts to contact parents; etc. and should be collected as circumstances warrant.

SPP Indicator 12: Early Childhood Transitions

State Performance Plan (SPP) Indicator 12 is a percentage of students referred by Part C / Early Childhood Intervention (ECI) prior to age 3 who are found eligible for Part B / district Special Education Services and who have an IEP developed and implemented by their third birthday.
Periodically, our Director of Evaluations or designee checks a report in EasyIEP that reflects the information input by campus evaluation specialists. This report provides the data collected for SPP 12:

- Student demographics (including Date of Birth);
- 120 day transition date;
- Referral date;
- Evaluation date;
- ARD date; and
- Reason for evaluation delay. Detailed Records* would be sent by the campus to the Appraisal Specialist to support the reason for delay.

After the data are entered, the entries are reviewed by our Director of Evaluations or designee for incomplete information to ensure accuracy and to ensure all schools are reported. *Detailed Records may include, but are not limited to: certified letters; detailed physician's letters, comprehensive records of phone calls made or attempted along with the results of those calls, copies of correspondence sent to parents and any responses received, records of visits made to the parent's home or place of employment and the results of those visits, log of multiple attempts to contact parents or guardians; etc. and should be collected as circumstances warrant.

SPP Indicator 13: Postsecondary Goals/Transition

Indicator 13 relates to the percent of youth, ages 14 and above, who have IEPs that include appropriate measurable postsecondary goals which are annually updated and based upon age-appropriate transition assessment and services. This includes courses of study and annual IEP goals that align to each student's postsecondary goals, which will reasonably enable the student to meet their goals. There must also be evidence that the student was invited to the ARD Meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the ARD Meeting with prior consent of the parent or student who has reached the age of majority.

On a monthly basis, the Transition Specialist will do a spot check for Transition Plans for compliance. Transition planning meetings are held for students prior to annual ARDs for students on or before the age of 14. Transition planning is visited annually until students graduate via credit requirements, ARD Committee (as a continuing student,) or age out. The SPP 13 information collected, is then presented to TEA annually at the end

of each school year. All data collected for SPP 13 are compiled by the transition Specialist or the TED for Austin ISD. This data includes student demographics as well as required answers for the following questions:

- Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, when appropriate, independent living skills?
- Are the postsecondary goals updated annually?
- Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
- Are there transition services in the IEP that will reasonably enable the student to meet their postsecondary goals?
- Do the transition services include courses of study that will reasonably enable the student to meet their postsecondary goals?
- Is (are) there annual IEP goal(s) related to the student's transition service needs?
- Is there evidence that the student was invited to the ARD Meeting where transition services were discussed?
- If appropriate, is there evidence that a representative of any participating agency was invited to the ARD Meeting with the prior consent of the parent or student who has reached the age of majority?

After the window opens in the spring, data for SPP Indicator 13 is entered by Data Entry Agents (Middle and High School Program Specialists) into the web-based SPP 13 application.

State Performance Plan Indicator 14

Indicator 14 relates to the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:

- Enrolled in higher education within one year of leaving high school
- Enrolled in higher education or competitively employed within one year of leaving high school or
- Enrolled in higher education or in some other postsecondary education or training program or
- Competitively employed or in some other employment within one year of leaving high school

SPP Indicator 14 - Definitions

- Enrolled in higher education - the student has been enrolled on a full-time or part-time basis in a community college (2-year) or college/university (4 or more years) for at least one complete term, at any time in the year since leaving high school.
- Competitive employment - the student has worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
- Enrolled in other postsecondary education or training - the student has been enrolled on a full-time or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).
- Some other employment - the student has worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family.

Resources

Additional information on the State Performance Plan, State Performance Plan Indicator data collection procedures, and a timeline for reporting SPP indicators can be found at: Texas Performance Plan.

State Assessments

What's Required

Federal law requires that schools be held accountable for educational results so that each student can meet their academic potential. State assessments are to be given to determine whether schools have been successful in teaching students the knowledge and skills for their enrolled grade as defined by the state content standards (the Texas Essential Knowledge and Skills or TEKS). In determining which assessment is appropriate the ARD Committee should refer to the State and District-wide Assessment Framework.

What We Do

Decisions regarding assessments are made by the ARD Committee and should be based on the instruction the student receives and the accommodations/modifications the student needs in order to be successful. Assessment decisions should not be made solely on the disability category or placement; rather, accommodations should be appropriate to the needs of each student and accurately reflect student achievement.

The IEP must include a statement of any individual, appropriate, and allowable accommodations in the administration of state-wide or district-wide assessment instruments that are necessary to measure academic achievement and functional performance of the student on the assessments.

In making decisions regarding assessments, the ARD Committee should annually:

- Review the student's current information to determine the student's present level of functioning;
- Determine how the student receives TEKS instruction and the student's level of performance on the grade-level curriculum for their enrolled grade level;
- Determine the appropriate assessment for the student.
- Document the appropriate assessment and all allowable or approved accommodations that the student will need during testing.

The ARD Committee should also include in the IEP, if appropriate, documentation regarding a student's current interpersonal skills level and preferred functional communication system/modes (i.e., sign, oral language, picture exchange system, etc.) when considering alternate assessments and accommodations.

Prior to selecting an assessment instrument, the student's ARD Committee must be knowledgeable regarding all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

STAAR Participation Requirements

STAAR with approved or allowable accommodations should be the first consideration when determining which assessment is most appropriate for a student. The student is accessing the grade-level TEKS with or without allowable testing accommodations.

- If a student does not meet the passing standard on the statewide assessment in 5th and 8th grades, the student's IEP must include a statement regarding how the student will participate in an accelerated instruction program.

End of Course Exams

When a student receives special education services, the student's ARD Committee determines whether the student is required to achieve satisfactory performance on the End of Course (EOC) assessments. If the ARD Committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025 and an Individual Graduation Committee (IGC) review would not be necessary. Texas Education Code §28.0258

If the ARD Committee determines that the student will not participate in a general state-wide or district-wide assessment of student achievement (or part of an assessment), the IEP must include a statement of:

- Why the student cannot participate in the regular assessment and
- Why the particular assessment selected is appropriate for the student.

STAAR Alternate 2 (STAAR ALT 2) Participation Requirements

Only students receiving special education services and who meet **all** of the requirements (as determined by the ARD Committee), may participate in the STAAR ALT 2 assessment. The ARD Committee must complete the STAAR ALT 2 eligibility requirements before recommending STAAR ALT 2. If the committee indicates yes on **all** the criteria, evidence of each item must be provided on the form. In order to participate the student must meet **all** of the following:

- Has a significant cognitive disability (Intellectual disability) that affects the student's intellectual potential;
- Requires specialized supports to access the grade-level curriculum and environment;
- Requires intensive individualized instruction in a variety of instructional settings; and,
- Accesses and participates in the grade-level TEKs through prerequisite skills (student expectations from earlier grades) that are linked to the grade level curriculum.

The STAAR ALT 2 determination is based on the student's significant cognitive disability and not on any other factor. The decision to administer STAAR ALT 2 is not based upon the student's racial or economic background, English language status, excessive or extended absences, location of services delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

The ARD Committee must also provide one of the following assurances:

- Students in grades 3-8 who are eligible for STAAR ALT 2 should be assessed only the grade/subjects in which they are enrolled and should not be assessed in the above-grade enrolled curriculum.

- For a student in high school, the student is enrolled in a course that has a Public Education Information Management Systems (PEIMS) course number indicating that the coursework is accessed through prerequisite skills.

NOTE: High school students are required to participate in all STAAR Alternate 2 assessments at some time during high school. The ARD Committee can determine which courses and corresponding assessments will be taken in a given year.

No Authentic Academic Response Eligibility Requirements

If the ARD Committee has previously determined that a student meets the eligibility requirements for STAAR Alternate 2 and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD Committee must determine that the student meets at least one of the two eligibility criteria below.

- Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of visual, auditory and/or tactile impairments or
- The student is consistently unable to provide an authentic academic response during instruction. The student exhibits one or more of the following characteristics.
    - Is unable to demonstrate any observable reaction to a specific stimulus
    - Exhibits only startle responses
    - Tracks or fixates on objects at random and not for a purpose
    - Moves or responds only to internal stimuli
    - Vocalizes intermittently regardless of changes in the environment around him/her

If the student's ARD Committee agrees that the student meets at least one of the criteria described above, each of the following assurances must be initialed by district personnel.

- The student is unable to receive information during instruction and assessment and/or the student is unable to provide an authentic academic response.
- The NAAR designation is based on educational records and describes the student in all settings.

The student's ARD Committee must ensure that the NAAR designation is documented in their IEP.

Medical Exemption Eligibility Requirements

Students qualifying for a medical exception will not be required to participate in the administration of STAAR Alternate 2 for any course or subject for which they are enrolled in the current year. A score code of 'M' must be recorded for all tests the student will have to take. The ARD Committee must ensure the medical exception documented in the student's IEP.

If the ARD Committee has previously determined that a student meets the eligibility requirements for STAAR Alternate 2 and the student is being considered for a medical exception designation, the ARD Committee must determine that the student meets at least one of the two eligibility criteria below.

- The student is unable to respond to test questions due to a chronic illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.

- The student is unable to interact with peers or educators without risk of infection or contamination to himself/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

If the student's ARD Committee agrees that the student meets at least one of the criteria described above, each of the following assurances must be initialed by district personnel.

- The medical incident or condition must prevent the student from participating in sufficient instruction offered at school, at home, at a hospital, or at a residential facility.
- The information used to make the medical exception determination must reflect the student's situation just prior to and throughout the testing window.
- The medical incident or condition must be identified and verified in writing by a licensed physician and kept on file by the local district.

Resources

See Accelerated Learning
See Accommodations, Modifications, Supplementary Aids and Services

Student Records

What's Required

Parents of a student with a disability must be afforded an opportunity to examine all records relating to their student 34 CFR 300.501(a) and USC 1415(b)(1). An educational agency or institution must maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student 34 CFR 300.614 and 34 CFR 99.32(a)(1) In addition, all records must be kept confidential as per the Family Educational Rights and Privacy Act (FERPA) and 34 CFR 99.3. A parent or eligible student may request the educational agency or institution to amend the student's education record if the parent or eligible student believes the education records relating to the student contain information that is: inaccurate, misleading, or in violation of the student's rights of privacy 34 CFR 99.20(a) and 34 CFR 300.618(a).

What We Do

The parent has the right to review their student's entire education record. The school may presume that the parent has authority to inspect and review records relating to their student unless advised that they do not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

- The school must keep a log of everyone (except for the parent and authorized school officials) who reviews the student's special education records.
    - The log must include the name of the person;
    - The date access was given; and,

    - The purpose for which the person is authorized to use the records.
- A school official must assume responsibility for ensuring the confidentiality of any personally identifiable information.
    - All persons collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures regarding confidentiality under the Individuals with Disabilities Education Improvement Act (IDEA) and the FERPA.
    - Each school must maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.
- Clarification, Copies, and Fees
    - If the parent requests, the school must explain and interpret the records, within reason.
    - If the parent requests, the school must provide a list of the types and locations of all of the student's records.
    - The school must make the parent copies if that is the only way the parent would be able to inspect and review the records.
    - The school may not charge a fee to search for or to retrieve any education record about the student. However, it may charge a fee for copying if the fee does not keep the parent from being able to inspect and review the records.

Confidentiality

FERPA permits certain individuals, including school officials, to see the student's records without the parent's consent. Otherwise, the parent's consent must be obtained before personally identifiable information is disclosed to other individuals. Personally identifiable information includes:

- the student's name
- the name of the parent
- the name of another family member
- the parent's address
- a personal identifier (like social security number)
- or a list of characteristics that would make it possible to identify the student with reasonable certainty.

Before personally identifiable information is released to officials of participating agencies providing or paying for transition services, parent's consent, or the consent of an eligible student who has reached the age of majority under state law, must be obtained.

If the student attends a private school, the parent's consent must be obtained before any personally identifiable information about the student is released between officials in the school district where the private school is located and officials in the school district where the parent resides. No parental consent is required to request records if the private school and student are located within AISD boundaries.

Amending Records

If the parent believes that their student's education records are inaccurate, misleading, or violate their student's rights, the parent may ask the school to amend the information.

- Within a reasonable time, the school must decide whether to amend the information.
- If the school refuses to amend the information as requested, it must inform the parent of the refusal and of their right to a hearing to challenge the information in the records.
- This type of hearing is a local hearing under FERPA and is not an Individuals with Disabilities Education Improvement Act (IDEA) due process hearing held before an impartial hearing officer.
- If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must change the information and inform the parent in writing.
- If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the parent must be informed of their right to place a statement commenting on the information in the student's records for as long as the record or contested portion is maintained by the school.
- If the parent revokes consent in writing for the student's receipt of special education and related services after the school initially provided services to the student, the school is not required to amend the student's education records to remove any references to the student's previous receipt of special education services.
- However, the parent still has the right to ask the school to amend the student's records if the parent believes the records are inaccurate, misleading, or violate the student's rights.

Texas Public Information Act

The Texas Public Information Act also gives the parent the right to inspect and obtain copies of the student's education records. The school may charge a reasonable fee for copies. The Attorney General enforces the Texas Public Information Act. The toll-free number the parent can call if they have questions is 1-877-673-6839.

Resources

Austin ISD Online Public Information Act Request Form

Transition and Graduation

What's Required

Texas requirements for transition services are aligned to the federal requirements included in Individuals with Disabilities Education Improvement Act (IDEA), which include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Federal law requires that transition services and activities be included in the development of the IEP no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the ARD Committee.
TAC § 89.1055

In Texas, the ARD committee must consider and, if appropriate, address specific transition related information not later than age 14. Each year thereafter, the ARD committee will review the information, and if necessary, update the relevant portion(s) of the IEP.

By age 14, the following information is required to be considered, and if appropriate, addressed:

- Appropriate student involvement in their transition to life outside the public school system
- Appropriate parent involvement in the student's transition (if the student is younger than 18 years of age)
- Appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled (if the student is at least 18 years of age)
- When appropriate
    - Postsecondary education options
    - Functional vocational evaluation
    - Employment goals and objectives
    - Independent living goals and objectives
- Availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, aligned with the student's transition goals and objectives (if the student is at least 18 years of age)
- Appropriate circumstances for referring a student or the student's parents to a governmental agency for services

By age 16, the following information is required to be considered, and if appropriate, addressed:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to
    - Training
    - Education
    - Employment
    - Where appropriate, independent living skills
- Transition services, including courses of study, needed to assist the student in reaching those postsecondary goals

By age 17, and no later than one year before the student's 18th birthday, prior written notice of the transfer of the parent's rights to the student at the age of 18 must be provided to the student's parent. See TEA's Notice of Transfer of Rights.

When a student turns 18, their ARD committee must consider and, if appropriate, address the adult student's parent involvement in the the adult student's transition and future if:

- The parent is invited to participate by the adult student or by Austin ISD
- The parent has the adult student's consent to participate pursuant to a supported decision-making agreement

What We Do

What is Transition for a Student with Special Needs

"Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary training/education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services and natural supports within the community.

The foundation for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning." (Halpern, 1994)

Transition and Employment Guide

Austin ISD must:

- Post the Texas Transition and Employment Guide (English) (Spanish) on the district's website.
- Provide written information and, if necessary, assistance to the parent regarding how to access the electronic version of the guide at
    - The ARD Meeting at which transition is discussed or
    - The first ARD Meeting that occurs after the guide becomes available if the student's ARD Committee has already met previously to discuss transition.

In Austin ISD, transition services mean working as a team with the student, parent, school staff and outside agencies or community service to develop a coordinated set of activities for a student with a disability that is based on the individual student's needs, taking into account the student's:

- Strengths, Preferences and Interests, including
    - Instruction
    - Related services
    - Community experience
    - The development of employment and other post school adult living objectives
    - If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- All of these activities will be considered for each student, however specific activities will be determined by the needs of each student.
- Transition is a results-oriented process that is focused on improving the academic and functional achievement of a student with disabilities to facilitate the movement from school to post-school activities.

- These activities, through state procedures, begin on or before the student turns 14 years old with postsecondary goals in education or training, employment and if appropriate, independent living skills based on age-appropriate transition assessments and, an examination of transition issues including the appropriate courses of study based on transition goals.
- The IEP will include transition services which are needed to assist the student in reaching those post-secondary goals.
- The Case Manager is responsible for providing, when appropriate, parent, teacher, and student input forms for transition planning and/or as a portion of transition assessment.
- Although transition planning must be in place by age 14, it can be completed earlier, depending on the needs of the student.
    - Earlier transition planning, when appropriate, can be considered for students with moderate to severe disabilities who may need additional services from outside agencies with long waiting lists.
- Appropriate student involvement in the student's transition to life outside the public school system includes student's participation in the ARD committee.
    - Best practices would indicate that to the extent possible, the student should lead a portion of the ARD Meeting taking into consideration their capabilities.
- The student will be invited to the ARD Meeting when transition services will be discussed.
- The ARD Committee will make decisions regarding transition goals and services based on age-appropriate transition assessments.
    - The transition goals and services in the student's IEP will be updated annually.
- An ARD Committee will consider, and if appropriate, address the issue of a formal functional vocational evaluation.
    - A formal functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed and takes ARD Committee input and parent permission.
    - The ARD Committee identifies students who will benefit from services in a vocational program such as Community Based Instruction (CBI). Community Based Vocational Instruction (CBVI) or Work Based Learning (WBL).
    - The informal or formal functional vocational evaluation can be a useful tool in assessing progress for these students. The informal functional vocational evaluation is an ongoing data collection process and is part of a student in special education services ongoing data collection process.
- Age-appropriate instructional environments will be available for students who are 18 years of age and older.
    - The ARD Committee must determine the appropriate environment for each student in this age category on a case-by-case basis, but decisions should be made by taking into consideration what typical students in general education are doing at that age (e.g., college, technical school, employment, volunteer positions, etc.) and the comparable environments available.
- Formal transition planning is completed during the ARD Meeting and focuses on assisting students with disabilities to become independent within the community, to the greatest extent possible.
- For students with Autism Spectrum Disorders (ASD), IEP goals and objectives will address the skills necessary to function in current and future environments.
    - Transition (or futures) planning for students with ASD, at any age, includes ARD Committee

determination of need, and establishment of a plan, if appropriate, to support the student's successful transition from current to next environment(s).
    - Such support might also include assisting students to transition from elementary to middle school level, from middle to high school, and/or across instructional settings.
- Prior to the student's 17th birthday, the Notice of Transfer of Parental Rights must be completed. Refer to the current Individuals with Disabilities Education Act (IDEA) for more detailed information regarding this subject.
- Plan Addressing Needed Transition Services. (This is not the purpose of a Personal Graduation Plan)
- By age 17, inform student/parent of transfer of rights to student when students reach age 18 and complete the transfer of rights statement in the ARD Supplement: Personal Graduation Plan Addressing Needed Transition Services. (This is not the purpose of a Personal Graduation Plan)
- If a student's goal is to be employed after graduation from high school, the appropriate courses should be included in the IEP and addressed on the Graduation Options supplement; this begins documentation of the student's goals after graduation.
- Adult service providers (agencies) should be included at the transition meeting prior to graduation, depending upon services needed by the individual student. If an agency commits to providing a service and that service is never provided, the ARD Committee must reconvene to determine how that need will be met.

Summary of Performance: A Report for Students Exiting Public School or Graduating Seniors

For all graduating seniors or students exiting public school because of age eligibilities, a Summary of Performance (SOP) will be provided to the student, which includes:

- The student's post-secondary goals, academic achievement, and functional performance
- Recommendations on how to assist the student in achieving their post-secondary goals
- Written recommendations of outside agencies
- Views of the parent and student

Best practices include the student in creating the SOP when possible and making the student aware of its contents. The SOP will be provided to the student for use with agency and post-secondary educational environments to facilitate the student's post-secondary transition success.
The Summary of Performance should include the following:

- Demographics: Enter campus, year of graduation, student's name, date of birth, primary and other disabilities, dominant language, and date of most recent ARD Meeting in the appropriate spaces.
- Student's Interest: Select the student's post-secondary interest. Both employment and education may apply. If the student is interested in employment, select part time or full time. Complete career interest section. "College" is not acceptable, because this section requires a career goal. If the student is identified as MR or MI and will not be attending college or seeking employment, complete this section with "day activities" and proceed accordingly.
- Student's Strengths: Review PLAAFPs, also ask the student in what course he/she does best. (i.e. What are your favorite courses?). Attendance can also be included. Prompt the student if he/she

cannot answer the question. If the student will be seeking employment, relate their strengths to the post-secondary career goal. This is more specific than student strengths and can include extracurricular/community activities and other student accomplishments.
    - Recommendations/modifications/accommodations to consider for meeting post-secondary education/training goals and/or employment goals: Ask the student what supports have worked for him/her in the past? (i.e., extended time, assignment notebook, etc.) and relate to the student's goal. If the student will be working with a job coach, place in this section.
    - Agency Information: Indicate how the student was linked to an agency, e.g., student is a client with (DARS, MHIDD), Student has completed an application with, student has met with a counselor at, student/parent received information about DARS on, etc.
- The school will ensure all graduating seniors have a graduation option identified and a Summary of Performance completed.

Summary of Performance

Graduation with a regular high school diploma terminates a student's eligibility to receive special education and related services. A summary of performance is required when a student's eligibility terminates due to graduation with a regular high school diploma or the student exceeds the age eligibility for a free appropriate public education.

A summary of performance is required when a student's eligibility terminates due to graduation with a regular high school diploma or exceeding the age limit of a free appropriate public education. The summary of academic and functional performance must consider the views of the parent or guardian, the views of the student and written recommendations from adult service agencies on how to assist the child in meeting postsecondary goals.

An evaluation must be included as part of the summary of performance for students graduating based on:
- Completion of the credit requirements for graduation under the Foundation High School Program or the Minimum High School Program through courses, one of more of which contain modified curriculum
- Satisfactory performance on required end-of-course assessments, unless the ARD Committee has determined that satisfactory performance on the required end-of-course assessments is not necessary for graduation and
- Completion of the IEP as well as compliance with Texas Education Agency (TEA)'s Graduation Framework.

Graduation

Senate Bill 673 (Scooter's Law) and Tex. Educ. Code §28.025(f) ensures that students who receive special education services but who have not yet completed the requirements of their IEPs have the opportunity to participate in a graduation ceremony upon completion of four years of high school. Austin ISD shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's IEP. A student who completes all graduation requirements

except for required end-of-course assessment instruments may be issued a certificate of coursework completion. These students also have the opportunity to participate in one graduation ceremony.

Translation and Interpretation

What's Required

Texas Education Code § 29.005. Individualized Education Program. [Excerpt]
(d) If the child's parent is unable to speak English, the district shall:
(1) provide the parent with a written or audiotaped copy of the child's individualized education program translated into Spanish if Spanish is the parent's native language; or
(2) if the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audiotaped copy of the child's individualized education program translated into the parent's native language.

34 CFR § 300.322 (e) Parent Participation

The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the ARD Meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

34 CFR § 300.503(c) Notice in understandable language

(1) The notice required under paragraph (a) of this section must be -
(i) Written in language understandable to the general public; and
(ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

What We Do

Communication and collaboration with families is an essential component of the student-centered ARD process. Campuses will take action to ensure that every parent understands the proceedings of the ARD Meeting. This includes arranging for a language interpreter for parents whose native language is other than English and for parents with deafness. If an interpreter is required at an ARD Meeting, and the parent or guardian is not in attendance, Austin ISD must provide a copy of the IEP to the parent or guardian in their native language.

- For interpretation during the ARD Meeting, the translator/interpreter must be trained as a language translator/interpreter by Austin ISD. At times, Austin ISD hires qualified independent contractors to serve as interpreters.
- The interpreter for the hearing impaired must be trained as an interpreter for the hearing impaired.

- For all languages, the school must request a translator/interpreter through the Translator Request form, giving as much advance notice as possible to ensure the request can be filled, especially for languages other than English, which can be difficult to obtain.

Austin ISD endeavors to provide an accurate oral translation/interpretation of the ARD Meeting where all elements of the IEP are discussed and a recording of the translation is provided to the parent. For all regulatory, audit and legal purposes, the English document is the only official document. Should any dispute arise over the contents of an IEP, the only document that shall be considered legally binding shall be the English document.

Transportation

What's Required

Transportation and assistance may be provided to a student whose disability requires the student to:

- go to and from school;
- travel between schools; or
- move around inside of school buildings or around the school grounds.

Some students with disabilities need special equipment such as separate or adapted buses, lifts and ramps. Transportation as a related service provides eligible students with disabilities access to their academic programs and certain other related services. Some students with disabilities may require a variety of supports and services that are separate from transportation available to all students, such as:

- Specialized or adaptive equipment for persons who require specialized positioning or seating;
- A skilled nurse to conduct invasive procedures;
- Bus monitor; or
- Air-conditioned vehicles for persons who are sensitive to heat or prone to seizures

What We Do

There is no specific evaluation for the provision of transportation as a related service. The ARD Committee is responsible for determining if transportation is required to assist a student with a disability to benefit from special education and related services, and how the transportation services should be implemented. The IEP should describe the transportation services to be provided.

Transportation as a related service may also include travel training, which is instruction that enables a student with disabilities to develop awareness of the environment and learn skills needed to move safely from place to place within the environment.

Local Transportation Rules

Austin ISD's Student Success Guide governs expected behavior by all students. Violation of school bus rules and regulations may result in restrictions. The student will follow local procedures unless the ARD Committee recommendations are different.

When changes are made to a student's transportation service, routes must be revised. Families should plan to provide transportation to and from school up to five business days after such changes are requested during the school year. Drivers will contact families to provide route information.

Visual Impairments Services

What's Required

Austin ISD must ensure that:

- To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled [34 CFR 300.114(a)(2)(i) and 20 USC 1412(a)(5)(A)]
- Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [34 CFR 300.114(a)(2)(ii) and 20 USC 1412(a)(5)(A)]
- A continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services [34 CFR 300.115(a)].

The ARD Committee must specify the appropriate instructional arrangement/setting as set forth in 19 TAC 89.63(c).

What We Do

Austin ISD offers a continuum of placement options for students with visual impairments. These include:

- General education classroom with consultative support from a teacher of the visually impaired
- General education classroom with direct instructional services from a teacher of the visually impaired
- A combination of general education and self-contained special education classes with consultative and/or direct instructional services from a teacher of the visually impaired
- Self-contained special education classroom with the consultative and/or direct instructional services from a teacher of the visually impaired
- Residential placement - Texas School for the Blind and Visually Impaired

Components of services for students with Visual Impairment:

- Determined by the ARD Committee
- Based upon individual needs of student
- May include Orientation and Mobility (O&M) services as determined by the ARD Committee

- May include services from a Braille specialist
- May include technology support
- Expanded Core Curriculum (ECC)

Personnel have knowledge and competencies in the following areas:

- Extent to which significant visual loss impacts access to the general curriculum, social skills and skills for daily living
- Specially designed instruction
- Accommodations and modifications
- Technology supports including use of Braille, magnification and travel training

Orientation and Mobility Services

Orientation and Mobility (O&M) is a very important component in the spectrum of services provided to students with visual impairments. In addition to the general education that all students receive, students with visual impairments, starting at birth, also need the Expanded Core Curriculum to meet needs directly related to their vision disability (NASDSE, 1999, p. 70). O&M is one of the related services within the Expanded Core Curriculum for students with visual impairments. Movement, independent or supported, is critical for learning. Orientation & mobility (O&M) is recognized in Individuals with Disabilities Education Improvement Act (IDEA) as a related service, which may be required to assist a student with a visual impairment to benefit from special education. Orientation and mobility specialists provide instruction to students whose visual impairment has adversely affected their ability to travel. It is a necessary skill in the achievement of independence. "Orientation" is the ability to know where one is and how to get to a desired location. It includes body awareness concepts, spatial concepts, and environmental concepts. "Mobility" is the ability to safely navigate from one's present location in the environment to one's desired location in another part of the environment. It includes skills such as guide technique, self-protective techniques and cane skills 34 CFR § 300.304(c)(4) requires that "the student is assessed in all areas related to the suspected disability" and34 CFR 300.304(c)(6) requires that "the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs".

Referral Process for Students with Vision Loss

- An evaluation of orientation and mobility skills by a Certified Orientation and Mobility Specialist (COMS) must be completed, along with the evaluation by a teacher of students with visual impairment (TVI), when establishing initial eligibility as a student with a visual impairment.
    - The Eye Medical Report should indicate whether the student has no vision or a serious visual loss after correction, or a progressive medical condition that will result in no vision or serious vision loss after correction. A Functional Vision Evaluation (FVE) analyzes how a student actually performs visually in a variety of environments, including familiar and unfamiliar environments, in different lighting conditions, and requiring the use of both near and distance vision.
- Input from both a TVI and a COMS ensures consideration of all aspects of functional use of vision.
- The Functional Vision Evaluation (FVE) must include recommendations concerning the need for an Orientation and Mobility Evaluation, to determine whether there is a need for specific instruction to ensure safe and efficient movement and travel in the home, school, and community.

- Input from a COMS during the FVE provides informed decision-making regarding the need for an O&M evaluation.
- An Orientation and Mobility Specialist teams with the VI teacher when a functional vision evaluation is performed, thus ensuring that all students with visual impairments are appropriately screened for this related service.

Service Delivery Models

- The types of service delivery models available include:
  - Monitoring/Consultation
  - Direct
  - Integrated
- The ARD Committee determines the appropriate service delivery model and the frequency and duration of services based on the evaluation and recommendation from the O&M specialist.

TEA provides guidance for Services to Students who are Blind or Visually Impaired. The Education Service Center will be contacted if further assistance is needed for training, assessment or other services.

Resources

See Accessible Instructional Materials
See Continuum of Services
TEA Guidance on Navigating Accessibility for Students Who Are BVI
Health & Human Services: Early Childhood Intervention Services

Guidelines for Meeting Local & State GT Accountability (GT CAMP)



The GT CAMP is the district tool that helps us monitor the fidelity with which we are in compliance with the Texas State Plan for the Education of Gifted & Talented Students.

There's no way around it, the GT CAMP is a very detailed document. It covers everything that a campus should be taking care of, according to the Texas State Plan for the Education of Gifted/Talented Students; a 20 page document that includes 6 Strands & almost 120 Standards for districts to follow. The good news is that the GT CAMP is just a reference for GT Advocates. It is not a document that you have to contribute to directly–everything is filled out at the district level.

The GT CAMP is not completed overnight. It is a living document, & you will see it being updated over the course of the school year. We schedule check-ins & opportunities for feedback on the GT CAMP, & a lot of what is added to the GT CAMP comes directly from reports in Frontline.

This section of the GT Advocate Binder was created because GT Advocates requested more information about the GT CAMP, but please keep in mind that fully understanding the GT CAMP is not a requirement to be a successful GT Advocate.

Note: Anything with a bright green border around it involves input from the GT Advocate.

GT CAMP Summary

Student Identification

Responsibilities:	Met Accountability:	Exemplary:	Final Date:
Campus GT Committee members are up-to-date on their GT PD; GT Committee reviews the GT Committee Presentation before meeting in December; GT Testing was offered; All GT Assessment Documents uploaded			12/20
GT Advocate notifies families of placement decisions			12/20, verified 3/13
The Representation Index (RI) for Hispanic & AA/Black students is above a 0.75 at the campus			5/30
The Representation Indices (RIs) in Column G are both above 0.80			5/30

Service Design

Responsibilities:	Met Accountability:	Exemplary:	Final Date:
Scheduling for Cluster Grouping (Elementary) & Advanced courses (Secondary) is happening with fidelity (80% or more) at the campus (BOY & MOY Service Checks)			September & February
Campus implements services to support the specific SEL needs of GT learners			3/13
Campus provides out-of-school options to meet the needs of GT learners			3/13

Curriculum & Instruction

Responsibilities:	Met Accountability:	Exemplary:	Final Date:
Elementary BOY & MOY GT Service Reports are shared to families & uploaded to GT Documents by GT Advocates; Secondary AP Course Audits are complete			January & May
GT Advocate verifies that the campus is using GT curriculum/resources outlined in the GT Campus Services Survey in March			3/13
Students use GT curricula and/or that teachers are provided with time to collaborate on developing curriculum that supports GT students			3/13

Professional Learning

Responsibilities:	Met Accountability:	Exemplary:	Final Date:
Campus principal completed 6-Hour Principal/Counselor Foundations course; Counselors complete a 6-Hour Principal/Counselor Foundations course; At least 80% of teachers responsible for GT services maintain GT PD requirements			3/31
Principal & at least one counselor complete Principal/Counselor GT Update			3/13

Family & Community

Responsibilities:	Met Accountability:	Exemplary:	Final Date:
Screening/assessment information & GT orientation/periodic updates about GT services were provided to families; Campus participates in Campus or District GT Showcase			3/13
Campus worked with the community to provide opportunities for GT learners, such as volunteering, mentorship, community programs, community/business partnerships, etc.			3/13

Tab 1: Final Rating

Tab 1: Final Rating will eventually show the final results of this year's GT CAMP. Changes can be made to this slide through May 30, when supporting evidence is provided by the GT Advocate (or admin/counselor, etc.)

Campus	Campus #	Student Assessment	Service Design	Curriculum and Instruction	Professional Learning	Family and Community
Met Accountability or Exemplary 24-25						
Met Accountability or Exemplary 23-24		83%	95%	92%	42%	78%
Met Accountability or Exemplary 22-23						

Results are sorted by grade-band, campus, & in the same order as the tabs they were pulled from. The bottom of this tab also lists the GT CAMP Final Rating for the district for previous years (through 2014-2015).

You can find links to the previous GT CAMPs on Column I of Tab 1.

To suggest changes to this year's GT CAMP, please leave a Comment in the cell that you would like changed.

Previous GT CAMPs	
2023-2024	
2022-2023	
2021-2022	
2020-2021	*State Plan for Gifted & Talented Updated by TEA
2019-2020*	
2018-2019	
2017-2018	

Tab 2: Student Identification

Column B (August 29): Make sure the correct GT Advocate(s) is/are listed for your campus

Meeting Accountability

The following conditions must be met for your campus to Meet Accountability for the school year...

Columns C & D (December 20)**:**

- GT testing was offered
- GT Advocate(s) uploaded all GT Assessment & Placement Forms & Testing Documentation to their GT Documents

Column J (December 20)**:**
Campus GT Committee members are up-to-date on their GT professional development & review the GT Committee Presentation before meeting in December.

Columns F & G (May 30)**:**
TEA requires the use of a Representation Index (RI) to ensure that identification is equitable. Our monitored populations are African American/Black & Hispanic. 0.75 is the goal.

Column L (March 13)**:**
GT Advocates must notify families of placement decisions by December 20. This is verified on the GT Campus Services Survey in March.

Exemplary:

Exemplary status cannot be considered until all of the above conditions are met

Column N (May 30):
The Representation Indices (RIs) in Column G are both above 0.80

Tab 3: Service Design



Meeting Accountability
The following conditions must be met for your campus to Meet Accountability for the school year...

Column B (September & February)**:**
Measures the fidelity of Cluster Grouping for Elementary & Advanced Academics Course Scheduling in Secondary, based on BOY & MOY GT Service Checks.

Column D (March 13)**:**
The campus implements services to support the specific SEL needs of GT learners. This is verified by the GT Advocate on the GT Campus Services Survey in March.

Exemplary:
Exemplary status cannot be considered until all of the above conditions are met

Column E (March 13):
On the GT Campus Services Survey in March, if the Advocate verifies that the campus provides out-of-school options to meet the needs of GT learners, the Final Rating can move to Exemplary.

Tab 4: Curriculum & Instruction



Meeting Accountability
The following conditions must be met for your campus to Meet Accountability for the school year...

Columns B-F (January, May)**:**

- Elementary BOY & MOY GT Service Reports are shared to families & uploaded to GT Documents by GT Advocates
- Secondary AP Course Audits are complete

Columns G & H (March 13)**:**
GT Advocate verifies that the campus is using the curriculum and/or resources outlined in the GT Campus Services Survey in March (GT Advocates may need to verify with an administrator)

Exemplary:
Exemplary status cannot be considered until all of the above conditions are met

Column J (March 13):
To move from Met Accountability to Exemplary, the GT Advocate must verify on the GT Campus Services Survey in March that students use GT curricula and/or that teachers are provided with time to collaborate on developing curriculum that supports GT students.

Tab 5: Professional Learning



Meeting Accountability
The following conditions must be met for your campus to Meet Accountability for the school year...

Columns C-E (March 31)**:**
Throughout the year, the GT Advocate verifies which teachers, counselors, & administrators completed their required GT PD on their GT Training Smartsheet.

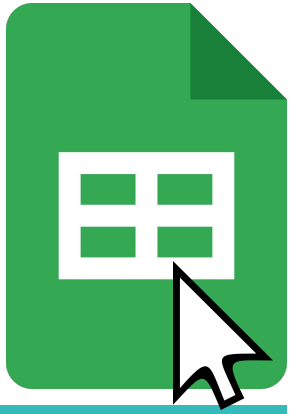
- The campus principal has completed a 6-Hour Principal/Counselor Foundations course
- Counselors who work with GT students have completed a Principal/Counselor Foundations course
- At least 80% of teachers responsible for GT services at the campus maintain GT PD requirements

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Exemplary:
Exemplary status cannot be considered until all of the above conditions are met

Column F (March 31):
To move to Exemplary, the Principal & at least one counselor must complete a Principal/Counselor GT Update. This means that the principal/counselor would have completed the Principal/Counselor GT Foundations in a previous school year.

Tab 6: Family & Community



Meeting Accountability
The following conditions must be met for your campus to Meet Accountability for the school year...

Columns B & C (March 13)**:**
GT Advocate verifies on the GT Campus Services Survey that screening/assessment information & a GT orientation or periodic updates about GT services were provided to families

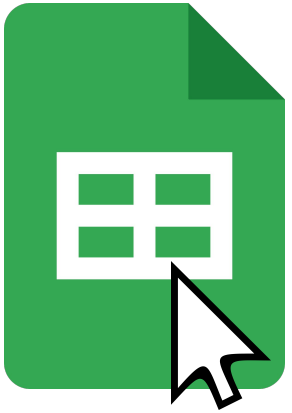
Column D (March 13)**:**
GT Advocate verifies participation in a campus or GT Showcase on the GT Campus Services Survey

Exemplary:
Exemplary status cannot be considered until all of the above conditions are met

Column E (March 13):
To move to Exemplary, the GT Advocate must verify on the GT Campus Services Survey that their campus worked with the community to provide opportunities for GT learners, such as volunteering, mentorship, community programs, community/business partnerships, etc.

Tab 7: Counselor Training

The GT Coordinator uses this tab to keep track of which counselors have completed Foundations and/or their GT Update for use on the Professional Learning Tab, Tab 5.



Tab 8: Admin Training

The GT Coordinator uses this tab to keep track of which campus admin have completed Foundations and/or their GT Update for use on the Professional Learning Tab, Tab 5.

Add to GT Advocate Binder

- Links to:
  - Presentations:
    - GT SEL Presentation Genially
    - Twice-Exceptional Genially
    - GT Requirements for Teachers Genially
  - Support Documents:
    - GT Secondary Advanced Course Options
  - GT Dashboard
  - Family Website
  - Advanced Academics Website
- Appendix with:
- Full State Plan for GT pasted in
-
-
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-
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-
-

ENVIRONMENTAL SUSTAINABILITY POLICY

The Board has established this policy to enhance a Districtwide culture of sustainability. The purpose of this policy is to direct the District to further its effective environmental stewardship of resources through innovative, results-oriented, sustainability initiatives. "Sustainability" is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The Board recognizes the profound impact that District activities have on the natural environment and on the health and well-being of students, employees, and the community. The Board embraces a commitment:

- To the responsible stewardship of energy, water, and other natural resources;
- To create healthy environments for teaching and learning; and
- To support sustainability as an economic, environmental, and social priority to be taught and practiced throughout the District.

GOALS

The District shall establish strategies and metrics to:

1. Encourage and support the efforts of students, teachers, and staff on individual campuses to implement environmental stewardship behaviors;
2. Further instruction of the environmental, social, and economic aspects of sustainability;
3. Design, construct, and operate high-performance schools and other facilities that are sensitive to natural resource use; conserve energy and water; reduce pollution and waste; promote responsible land development; and deliver a high-quality indoor environment ensuring access to fresh air and daylight;
4. Optimize use of energy and water in performance of facilities and to adopt energy- and water-efficient operations and maintenance protocols;
5. Procure materials, products, and services in a manner that integrates fiscal responsibility and community and environmental stewardship;
6. Reduce waste disposal in landfills by means of source reduction, reuse, recycling, and composting;
7. Increase efficiency and reduce the environmental burden of staff, faculty, and student transportation; and

8. Support the development of benchmarks, time lines, metrics, third-party verification, and the expectation of evaluation in each of the above areas.

AISD Professional Learning Focus - 2025-2026

For SY 25-26, Austin ISD will continue to focus on year 3 of the TEA Order prioritizing the successful implementation of special education services and the MTSS process. Additionally, AISD will continue to provide professional learning on multilingual education, the implementation of the Solution Tree model for PLCs, year 3 of the instructional coaching framework and cohort, growth and development opportunities for classified staff members, as well as early learning and the Texas Reading Academies. Principals, Assistant Principals, and Instructional Coaches will also continue their learning of HQIM and research based instructional strategies through partnerships with TNTP and Instruction Partners.

New focus areas for AISD this school year include: the implementation of Frontline's Special Education module and the Eduphoria assessment platform, the newly created Counselor Learning Series, role specific learning for athletic coaches, and the recently awarded ability to locally designate teachers through the Teacher Incentive Allotment. AISD's professional learning efforts will also focus on the Turnaround Plan and Restart campuses in need of improvement in the Texas accountability system.

Additionally, implementation of a partnership between the counseling department, campuses has begun in support of HB 3 - Mental Health Training. This will support all staff who regularly interact with students through face to face, online, and blended learning opportunities with more that 25% of staff being trained before the end of the 2025-2026 school year. Implementation will be at 100% by the 2028-2029 school year.

Staff will also engage in ongoing required training in alignment with the Continuing Education and Training Clearinghouse as required by SB 1267, 87th Texas Legislature, and the State Board for Educator Certification (SBEC).
Austin ISD Required Training Topics

Professional Learning Exchange Days

October 10, 2025 & August 16, 2026

Austin ISD is dedicated to providing ongoing, customized professional learning for its employees. To emphasize personalized professional development, the district has set aside two Professional Learning Exchange Days (PLED) for campus-based exempt staff. These days allow staff to exchange two regular work days for two non-duty days focused on professional learning that enhances skills in key district areas.

New Teacher Induction Program

Welcome Week | August 4 - Aug 7, 2025

During this week new-to-AISD teachers, librarians, and elementary counselors come together for professional learning, to network, and to participate in whole group and cohort settings. This week focuses on supporting attendees in getting acquainted with curricula, district practices, and district systems. It also serves as a district welcome celebration and year kick off for attendees.

Every new-to-AISD educator is provided a cohort to start the year with. In their cohort, educators receive guidance for the year and get their job-alike questions answered. In addition, teachers with 2yrs or less of classroom experience receive a dedicated campus mentor. This mentor is also a teacher who walks alongside their mentee throughout the year.

New-to-AISD educators will also engage in a one day campus orientation designed to help new staff members learn about their campus' policies and practices and how they align with district goals shared during the district welcome and cohort learning opportunities.

Upon completion of AISD Welcome Week, many novice teachers in the district have access to additional instructional support systems such as the Texas Education THRIVE program through the College of Education at UT Austin, and campus-based Instructional Coaches. All these supports work directly with teachers to help them make sense of their learning during Welcome Week as well as meet their needs as they start the year.

Mid-Year Teacher Induction Program

Weekly on Mondays | September 2025 - March 2026

Staff who are hired after the start of the school year are also supported through an abbreviated induction program that supports new-to-AISD teachers with getting important onboarding information regarding benefits enrollment, compensation information, and an initial Professional Pathways for Teachers (PPfT) overview. They will also connect with a district staff member that supports their specific job-role to learn more about the curricular resources as well as instructional guidance on assuming the role of classroom teacher mid-year.

Professional Learning and Continuing Education Credits

Austin ISD offers a variety of professional learning opportunities for new-to-AISD and returning educators. These learning opportunities are designed to meet a variety of essential instructional needs, supporting individual professional learning goals that can be attained at the educator's own pace and level. Learning sessions/events are for anyone new to the profession with a certification or under a district permit, however, they are also open to any seasoned educator. The learning sessions vary in form from synchronous to

asynchronous learning and are found on the district's Human Capital Platform (HCP). Over 1400 Learning Opportunity sections totalling over 8000 hours were documented in HCP for the 2025-2026 school year. In addition, HCP houses Vector Solution's safety and compliance library of over 100 self-paced courses.
Principal Preparation Program (P3)

The Principal Preparation Program (P3) is designed to prepare a select cohort of experienced Austin ISD campus administrators to successfully enter the principalship. The program aims to prepare these current campus administrators for the Austin ISD principalship by facilitating professional growth that positively impacts their current and future leadership roles and by building a cadre of well-prepared school leaders who successfully transition into principal positions.
The program provides cohort members with the opportunity to engage in targeted, timely, and personalized professional learning focused on the qualities and skills needed to lead an Austin ISD campus. Course content is aligned with the AISD Leadership Framework.
Assistant Principal Preparation Program (AP3)
The Assistant Principal Preparation Program (AP3) prepares a select cohort of experienced Austin ISD educators to develop and hone their leadership. The program engages future campus leaders in learning opportunities aligned with district priorities and core values and builds the knowledge and skills outlined in the AISD Leadership Framework that are essential for successful campus administration.
AP3 provides cohort members with targeted, job-embedded professional learning that equips them to serve as highly effective assistant principals in Austin ISD.
Leadership Framework 22823(4).pdf

Just in Time Professional Learning

The academics department provides on-going, just-in-time learning related to upcoming curriculum and instructional best practices.
25-26SY STEM PL
Secondary Humanities Professional Learning 25-26
Humanities Professional Learning for Teachers-TAP
STEM Professional Learning for Teachers-TAP

District-Wide Professional Learning Days

This year, the AISD calendar includes 5 district-wide professional learning days. These days are designed to provide staff with the opportunity to engage in job-alike learning that is focused on HQIM as well as other topics that support student learning such as instructional practices, assessment tools, and in classroom tier 2 interventions.

- Job-Alike Groups/Offerings for Aug 12-14 2025 DWPL
- Job-Alike Groups/Offerings for September 22 2025 DWPL
- Job-Alike Groups/Offerings for November 4 2025 DWPL