

SERVICES

SPEECH/LANGUAGE THERAPY

Certified Speech and Language Pathologists/Assistants provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings.

VISION IMPAIRMENT

Itinerant VI Certified teachers provide services for students with visual impairments. These teachers travel to the students' assigned school or educational settings to provide consultative services and/or direct instruction.

Programming adaptations and modifications are made available in the students' learning environments. Specific skills training, unique to the visual impairment, is provided (Braille, large print, low vision aides, tactile and recorded materials, assistive technology, and daily living skills).

ADAPTIVE PHYSICAL EDUCATION

Adaptive Physical Education is a diversified program suited to the capabilities, needs, and interests of students with disabilities who may not safely or successfully engage in unrestricted physical education activities.

Adaptive Physical Education specialists identify students through an evaluation process that focuses on physical and perceptual motor patterns. The service model may range from consultative services within general education to specialized physical education in small group settings with adaptive physical education teachers.

OTHER RELATED SERVICES

Related services such as counseling, occupational therapy and physical therapy are provided as needed to assist the student with a disability to benefit educationally as specified in the ARD.



VOCATIONAL ADJUSTMENT CLASSES

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

Employment opportunities and training are based on vocational evaluation, student needs, and abilities, teacher recommendations, and parent preference. Admission to the Vocational Adjustment Program is made by the Admission, Review and Dismissal (ARD) committee.

TRANSITION PLANNING

Planning process implemented to assist students and their parents in developing an Individual Transition Plan (ITP) which addresses their expectations for life after high school. The ITP can guide the student and school toward academic courses that tie into post-secondary educational goals and/or assist them in identifying community resources needed.

CHILDREN THAT NEED A SURROGATE PARENT

Children and youth with disabilities between birth and 18 years of age are eligible to have surrogate parents appointed to represent them under the following conditions:

- No parent can be identified
- The district, after reasonable efforts, cannot discover the whereabouts of a parent
- The Child is a ward of the state.

appointments may be made in some instances for students 18 - 22 years old if needed to assure that the student receives Free Appropriate Public Education (FAPE).



WHY SURROGATE PARENTS ARE APPOINTED

Surrogate parents are appointed to assure that the student's rights are protected. The rights include: the right to a free, appropriate, public education in accordance with an individualized educational program (IEP); the right to receive an appropriate, nondiscriminatory educational assessment administered in the student's primary language and the right to be educated in the least restrictive environment appropriate for his/her needs.



The Killeen Independent School District Special Education Department is committed to providing appropriate individualized special education services for children with disabilities who live in Killeen, Harker Heights, Nolanville, or on Fort Hood.

MISSION STATEMENT:

To support the mission of the Killeen Independent School District and the goals of the Education Services Department by identifying students with disabilities and providing them an equal opportunity for a free and appropriate education in a way that:

- * acts as a support service for general education programs,
- * provides individualized educational experience which support the unique aspirations of each student,
- * promotes collaboration between home, school, and community,
- * provide adequate specially trained staff,
- * provides a full range of instructional methodologies and instructional settings for disabled students, and
- * supports and values cultural diversity

so that disabled students in Killeen ISD are adequately prepared for transition into their next environment and are prepared to meet success in their next endeavor.



Special Education Services

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WHAT IS SPECIAL EDUCATION?

Special Education is the education of students with special needs in a way that addresses the students' individual differences and needs. This process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

HOW ARE STUDENTS IDENTIFIED?

Special Education services are provided through a child-centered educational process. Referral from teachers, parents, and a variety of other sources leads to the identification of students who may need special education services. Once a referral is made, a comprehensive individual evaluation will be conducted in the areas of consent received. The purpose of the assessment is to determine:

- 1) If a physical, mental or emotional disability exists;
- 2) If a significant educational deficit exists; and
- 3) The student's specific learning competencies.

If a student is determined to be eligible for and requires special education services, the Individual Education Program (IEP) is developed by an Admission, Review, and Dismissal (ARD) Committee which includes parents and school representatives. The IEP outlines the special education instructional and related services a student is to receive. The plan is then reviewed at least annually thereafter.

WHO IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES?

Special Education services are provided to eligible students who meet criteria under IDEA for one or more of the following areas of eligibility:

Auditory Impairment (AI)
Autism (AU)
Deaf-Blindness (DB)
Emotional Disturbance (ED)
Intellectual Disability (ID)
Multiple Disabilities
Non-Categorical Early Childhood (NCEC)
Orthopedic Impairment (OI)
Other Health Impairment (OHI)
Specific Learning Disability (LD)
Speech or Language Impairment (SI/LI)
Traumatic Brain Injury (TBI)
Visual Impairment (VI)

WHAT IS AN IEP?

The Individuals with Disabilities Act (IDEA) requires public schools to make available to all eligible children with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE) appropriate to their individual needs.

IDEA and Chapter 19 Texas Administrative Code § 89.1001 require that public schools develop an appropriate Individual Education Program (IEP) for each child with a disability. The IEP describes the student's specific special education needs as well as any related services.

WHAT SERVICES ARE AVAILABLE?

The continuum of instruction options offered provides services to an extremely diverse population of students. These services include, but are not limited to the following:

ASSESSMENT SERVICES

Assessment on each campus is conducted by qualified Educational Diagnosticians, Licensed Specialists in School Psychology, Speech and Language Pathologists, and other related services specialists. Any students suspected of having a disability that would qualify them for special education services should be referred for an assessment. This group of professionals is responsible for re-evaluation at least once every three years to determine continued eligibility for services as well as initial evaluation services.

ITINERANT SERVICES

Itinerant services are provided for students who need assistance in special areas that are serviced by the special education department; these services include such services as speech, vision and auditory impaired just to list a few.

PRE-SCHOOL PROGRAM FOR CHILDREN WITH DISABILITIES (PPCD)

Killeen ISD offers a communication-based, early intervention program to provide for the educational success of certain identified children diagnosed with various disabilities. An ARD committee will determine if PPCD is appropriate for 3-4 year olds.



COMMUNICATION, ACADEMIC, AND SOCIAL DEVELOPMENT (CASD)

CASD is a specialized classroom that provides a highly structured, communication-based instructional program for students with disabilities whose educational needs cannot be met in other settings. CASD classes are for students with the most severe communication delays, behavioral difficulties, sensory issues and socialization deficits. This instructional arrangement is geared for students in grades K - 12.

INCLUSION

Inclusion is an instructional arrangement where students with disabilities are included in the general education classes to the maximum extent possible. Special Education staff members that provide inclusion support monitor students in general education classes and often team teach with a general education teacher providing services in the general education classroom.

CONTENT MASTERY(CMC)

Special Education students attend CMC for accommodations of the regular curriculum, methods, and/or materials as defined by the ARD/IEP. CMC is proactive in nature through the coordinated effort and expertise of the general and special educators on various campuses within Killeen ISD.

RESOURCE CLASS

Classes designed to provide instructional assistance to students who need more intensive academic services than can be provided in the general education class. Placement in resource class usually requires the student to be several grade levels behind and require content modifications.

POSITIVE BEHAVIOR SUPPORT (PBS) AND THERAPEUTIC LEARNING CLASSROOM (TLC)

Positive Behavior Support and Therapeutic Learning Classroom are unique instructional placements for students with specific behavioral/emotional needs in grades kindergarten through twelve in Killeen ISD.

These classes are designed for special education students whose behavior impacts their learning and the learning of others. These students also demonstrate a need for a more structured environment than is available in the general education setting.

While PBS and TLC classes are highly restrictive educational placements, the ultimate goal for each student is a successful transition back to a general education classroom. The student will attend out-classes when the student demonstrates readiness for appropriate participation as determined by the PBS or TLC staff.

SKILLS

The SKILLS classes are self-contained classes for students ages 5 to 21 who have significant physical and/or cognitive disabilities. The SKILLS curriculum emphasizes both functional (personal care, social, and vocational) and academic skills.

FUNCTIONAL SKILLS

Self-Contained classes for students ages 5 to 21 who have severe or profound physical and/or cognitive disabilities. These students are often medically fragile and usually do not have oral speech as a communication system. These students are generally at a developmental age of 2 years or less, and their IEP goals focus on basic physical and emotional needs.

REGIONAL DAY SCHOOL FOR THE DEAF (RDSPD)

Killeen ISD provides quality services to special education students from several area districts who are deaf or hearing impaired. Students receive their education services from teachers who are certified to work with students who are deaf/hard-of-hearing.

Parents, private or public school personnel, or any other person involved in the care or education of a student may refer a student who is suspected of having an auditory impairment to the RDSPD. Referrals may be made in writing or by telephone to the Killeen ISD RDSPD office (254) 336-0366 or any campus principal office within the school district.

INFANT PROGRAM

For students 0 to 3 years old who have been identified as visually impaired, auditory impaired, or deaf-blind.

ASSISTIVE/ADAPTIVE TECHNOLOGY

Assistive/Adaptive Technology devices are provided to students whose ARD Committee and assistive technology team have determined that such a device would improve the outcomes for the student whose special needs require the use of such assistive technology.

OCCUPATIONAL/PHYSICAL THERAPY

The Occupational Therapy/Physical Therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting.

Eligibility for this support service is determined by formal assessment, requested by the ARD Committee.