

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) Visual Impairment (VI) Multiple Disabilities Non-Categorical Early Childhood (NCEC) Orthopedic Impairment (OI) Other Health Impairment (OHI) Specific Learning Disability (LD) Traumatic Brain Injury (TBI) Speech or Language Impairment (SI/LI)

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.

Early Childhood Special Education (ECSE)

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.

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.

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.

INFANT PROGRAM

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

18 Plus/CAREER READINESS, EMPLOYMENT & WORK PROGRAM (CREW)

The program focuses on developing basic skills for independent living necessary for students with significant delays in cognitive and functional abilities. This includes such skills as personal care, social skills, employability skills and vocational skills. The CREW Program (a self-contained class designated as Career Readiness Employability Work Program) is specifically for these students to gain more independence and employability skills to prepare them for competitive, or integrated employment, and independent, supported, or attendant care living. Many of these skills taught in this program are based in the community to provide real life experiences as they transition to young adulthood. Students who are in the 18 Plus/CREW Program have finished all of their TEA requirements, but need to continue to work on their IEP goals.

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.

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.

Behavior Management Unit (BMU)

Behavior Management Units (BMU) is a K-12 specialized placement designed to meet the needs of special education students with serious behavioral/emotional difficulties characterized by behaviors that significantly interfere with the learning process which *may* preclude their inclusion in the general education environment. The placement serves students who may exhibit behaviors such as, but not limited to aggression toward self or others, significant destruction of property or classroom disruption, significant anxiety related to group size or activity, overstimulation, social skill and/or communication deficiencies, or sexualized behaviors. The purpose of the BMU setting is to provide students a place to develop coping skills, pro-social behaviors, and behavioral strategies that facilitate academic success in the least restrictive environment.

SKILLS Unit

KISD offers a self-contained Skills Unit for students ages 5 to 21 with significant physical and/or cognitive disabilities. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer Skills across all settings. A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. Students demonstrate a need for concrete learning experiences to improve functional communication, enable the acquisition of life long social and personal care Skills, and provide an environment with reduced sensory demands.

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.

COMMUNICATION, ACADEMIC, SOCIAL, LEARNING, TEACHING ENVIRONMENT (CASTLE 3)

CASTLE 3 is a specialized placement designed primarily for students with autism that demonstrate the most severe communication delays, inappropriate maladaptive tendencies, sensory issues, and socialization deficits. Students in this setting require extensive, repeated, and specialized supports/materials, whose educational needs cannot be met in other settings.

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.

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