2018–2019 Services to Students with Autism

Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	Place date stamp here. RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Bastrop ISD	011901			
Vendor ID #	**ESC Region #**			
	13			
Mailing address		City	State	ZIP Code
1507 Pine Street		Bastrop	TX	78602

Primary Contact

First name	M.I.	Last name	Title
Jackie		Waneck	Director of Special Programs
Telephone #	**Email address**		**FAX #**
512-772-7835	jwaneck@bisdtx.org		

Secondary Contact

First name	M.I.	Last name	Title
Derek		Eberly	Assoc. Dir. Special Programs
Telephone #	**Email address**		**FAX #**
512-772-7835	deberly@bisdtx.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jackie		Waneck	Director of Special Programs
Telephone #	**Email address**		**FAX #**
512-772-7835	jwaneck@bisdtx.org		512-321-2636

Signature (blue ink preferred)

Date signed: 3/8/18

Only the legally responsible party may sign this application.

701-18-107-015

Schedule #1—General Information

County-district number or vendor ID:	011901	
Part 3: Schedules Required for New or Amended Applications		Amendment # (for amendments only):

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information		
2	Required Attachments and Provisions and Assurances	☒	☒
3	Certification of Shared Services	☒	N/A
4	Request for Amendment	☒	☐
5	Program Executive Summary	N/A	☒
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	*See important note for competitive grants	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds		☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with autism.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
12.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID:	011901	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:	011901	Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 011901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Schedule #4—Request for Amendment (cont.)

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| County-district number or vendor ID: 011901 | Amendment # (for amendments only): |

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 011901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bastrop ISD Special Programs and Services is applying for the Autism Grant in order to better serve our students with Autism with a systematic approach to identifying students' needs and providing interventions. Specifically, the grant will provide professional development and materials to support the implementation of the SCERTS model for Autism support. Bastrop ISD is committed to maximizing General Education Access and the opportunity to form meaningful relationships for all students. The SCERTS model is an inclusive approach to serving students with Autism with a specific focus on Social Communication, Emotional Regulation and Transactional Supports. In order to support our students in these domains, this grant will provide for skilled dedicated interventionist and service providers, classroom sensory stations, communication supports across campuses, stakeholder training, and integrated sensory play equipment on campus playgrounds. The table below demonstrates the alignment of our departments' Mission, Values and Goals with the guiding principles of the SCERTS Model.

The Mission of the Department of Special Programs and Services is to empower children by preparing them in the development of skills leading to future education, employment and independent living by designing, implementing and evaluating individualized programs and services

BISD Special Programs Department Values

- We believe that focusing on students' strengths, progress, and needs promotes differentiated instruction to maximize independence in their communities.
- We believe respectful collaboration creates partnerships that strengthen efforts to educate students.
- We believe all students deserve dignity, fair treatment, and support through understanding.
- We believe that parental contribution should be actively recruited and valued.

BISD Special Programs Goals

- **Progress in the General Curriculum:** Students served through the Department of Special Programs and Services will make at least 1 year's growth in the general curriculum each academic year.
- **Social Emotional Learning:** Students will be provided Behavioral and Emotional supports and services to maximize time and engagement in the general education curriculum.
- **Parent Participation/Community Involvement:** Collaboration with parents and community members will be actively solicited and fostered through parent training, ARD processes, and advisory committees.

SCERTS Guiding Principles

- Highest priority - Development of spontaneous, functional communication abilities, and emotional regulatory capacities.
- All domains of a child's development are viewed as interrelated and interdependent. Assessment and educational efforts must address these relationships.
- All behavior is viewed as purposeful, serving a variety of functions. For children who display unconventional or problem behaviors, there is an emphasis on developing a range of supports for emotional regulation.
- Natural routines across home, school, and community environments provide the contexts for learning and for developing positive relationships. Progress is measured in daily experiences and routines.
- It is the primary responsibility of professionals to establish positive relationships with children and with family members. All children and family members are treated with dignity and respect.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:011901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Budget Development

The budget was developed from the needs assessment completed by the Autism Steering Committee. The committee identified needs in the areas of teacher training, parent and community training, Autism program framework, and specific transactional supports to help students with Autism be more engaged in the general education setting. The budget process started with identifying the necessary professional development for BISD to adopt the SCERTS Model as an overarching framework. Costs for training district leaders, service providers, teachers and parents/community stakeholders were identified. In addition to SCERTS training, the committee identified the need for professional development from internationally renowned author, Paula Kluth, in the area of Autism and Inclusion. In order to ensure fidelity of implementation of the training, the committee identified the need for an Autism Interventionist, Occupational Therapist and Speech Language Pathologist to carry out the training needs and progress monitoring of the interventions. The next budgetary consideration is for the transactional supports needed for students to be successful in their LRE. In the SCERTS Model, Transactional Supports include curriculum, visual supports, classroom environment and sensory needs. When considering the budget it was important for the committee to ensure that once trained, teachers and other service providers would be able to access the necessary materials to implement the specific Transactional Supports for the students. Therefore the recommendation from the committee was to create Transactional Support "kits" that could be customized based on the needs of the students who access the particular environment. These kits would include access to programs and supplies to create visual supports in the classrooms or common areas around the school. Additionally, EE - 3 Classrooms will be set up with "Sensory Stations" that will allow students with autism to regulate their needs with stimulating and calming activities. In addition to sensory stations in the classrooms, the committee identified sensory play equipment for outside common areas (playgrounds) that can be used for sensory interventions alongside peers in a typically scheduled recess time. The play equipment will also assist students in forming meaningful relationships during recess and on the playgrounds with inclusive playground components and sensory activities they can engage in with their friends.

Bastrop ISD serves approximately 1149 student in special education of which 108 are students with Autism. This grant will serve approximately 45 students ages 3-9. There are approximately 75 teachers district wide that spend at least a portion of their day with a student with autism.

Needs Assessment

The Autism Steering Committee designed the needs assessment. The needs assessment is made up of a series of guiding questions. After the needs were identified they were organized and aligned to our department's mission and goals.

Management Plan

In 2017, Bastrop Special Programs developed an Autism Steering Committee made up of a Licensed Specialist in School Psychology, Behavior Interventionist, Speech and Language Pathologist and department administrators. BISD will create a 1 year Autism Interventionist position that will assist in the supervision and management of the grant components. The Autism Interventionist will report back to the steering committee who will monitor the district's needs on monthly basis.

Program Evaluation

The Autism Interventionist will conduct specific observations of the students served in the grant, the environments that are supported and the strategies implored by the teachers. Specific monitoring components are built into the SCERTS model and will be used to monitor students' progress. Additionally, service providers will use specific measures to monitor progress in Social Communication, Emotional Regulation and Transaction Supports. The Autism Interventionist will coordinate the review of the multidisciplinary teams' individual progress measures for the students served by this grant.

Statutory Requirements

Bastrop ISD is committed to inclusive practices therefore our practices and systems are built to sustain services and supports set forth in this grant. This grant is about building capacity in and providing tools for our teachers, parents, students, administrators, and service providers. Therefore we are committed to sustaining training needs, researching innovative programs that fit our model, and maintaining equipment with current district allocations.

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Schedule #6—Program Budget Summary

County-district number or vendor ID:	011901	Amendment # (for amendments only):		

Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019	Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$297,400.00	$	$297,400.00
Schedule #8	Professional and Contracted Services (6200)	6200	$20,500.00		$20,500.00
Schedule #9	Supplies and Materials (6300)	6300	$100,000.00	$	$100,000.00
Schedule #10	Other Operating Costs (6400)	6400	$20,000.00	$	$20,000.00
Schedule #11	Capital Outlay (6600)	6600	$400,000.00	$	$400,000.00
	Total direct costs:		$837,900.00		$ 837,900.00
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$	$	**$837,900.00**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$	$	$

Administrative Cost Calculation

Enter the total grant amount requested:	$837,900.00
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 125,685.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: | 011901 | | Amendment # (for amendments only): | |

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1	Teacher (1 OT and 1 SLP)	2		$ 120,000.00
2	Educational aide			$
3	Tutor			$
Program Management and Administration			
4	Project director/administrator			$
5	Project coordinator	1		$60,000.00
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary			
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Other Employee Positions			
15	Title			$
16	Title			$
17	Title			$
18		Subtotal employee costs:		$
Substitute, Extra-Duty Pay, Benefits Costs			
19	6112	Substitute pay		$10,000.
20	6119	Professional staff extra-duty pay		$75,000
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits		$ 32,400.00
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$
25		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$297,400.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 011901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	SCERTS Model Training	$15,000.00
2	Paula Kluth Autism Inclusion Training	$5,500.00
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$20,500.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:	011901	Amendment number (for amendments only):	

Supplies and Materials Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$100,000.00
	Grand total:	$100,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 011901	Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$20,000.00
	Grand total:	$ 20,000.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 011901   Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	6669—Library Books and Media (capitalized and controlled by library)			
1		N/A	N/A	$
	66XX—Computing Devices, capitalized			
2				
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
	66XX—Software, capitalized			
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
	66XX—Equipment or furniture			
19	Sensory and Inclusive Playground Equipment		$	$400,000.00
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
	66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)			
29				$
			Grand total:	$400,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type:	X☐ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	18	3	6 to 1
K	2	2	1 to 1
1st	6	3	2 to 1
2nd	12	5	2 to 1
3rd	7	4	2 to 1
COMMENTS	The number of teachers reflect a homeroom teacher that the student is primarily assigned to. However, this grant is intended to support Specials/Electives Teachers (18), Special Education Teachers (18), Special Programs Service Providers (10), and Campus Administrators (12) to build capacity for inclusion across all settings. The total # of staff benefiting from the grant is up to 75.		

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:30am 3pm	The Transactional Supports are intended to support students in generalizing skills across all settings. Therefore students will benefit from grant activities throughout the school day.
Number of days in school year	180	
Minutes of instruction per school year	75,600.00	

Schedule #13—Needs Assessment

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our ESC assisted us in developing an Autism Support Steering Committee. The committee developed and identified four major goals and answered seven reflective questions to identify the district's needs.

Autism Support Steering Committee Goals and Outcomes:
1. Identify areas for growth in the way that we support students with Autism.
2. Develop approaches to assessment, intervention and progress monitoring for students with Autism.
3. Conduct training for District and Campus Staff in supporting students with Autism and implementing specific programs.
4. Progress Monitor the success of the support program based on student skill development, access to learning in the General Education setting, and peer relationships.

The Autism Steering Committee identified the districts needs by answering a series of reflective questions.
1. What do we want in regard to Autism Services in our district?
2. What are we currently doing to get what we want?
3. Why are we not getting the results we want? What can we modify/add/delete to get what we want?
4. What do we need to move forward with our planning?
5. What is the next step in the process?
6. Do we need any specific training to assist us moving forward?
7. Are there any other ideas, programs or solutions we want to get down?

The answers to these questions were discussed and prioritized in alignment with our department's missions and goals. A few of the needs that were identified are:
- A common vocabulary and philosophy for serving students with Autism
- Training for students, parents, teachers and administrators.
- Frequent progress monitoring,
- A system for making recommendations for interventions that focus on inclusion.
- Environmental Supports for students in all areas of their campuses.
- Transactional supports for students in all areas of their campuses.

The needs were identified and rank ordered according to our implementation plan. For example, before training on the implementation of interventions across campuses we need to establish the philosophy that identifying Autistic behaviors as "human" behaviors serves to remove the stigma identified with behaviors displayed by students with Autism and encourages inclusion in the general education classroom. Laying the foundation is the first priority so that subsequent needs can be addressed. Then we need to identify the processes and measures we will use to identify meaningful goals that allow students to develop skills to be academically and socially engaged in the general education setting. Once meaningful goals are established we can identify interventions and Transactional Supports to achieve the goals and objectives. The glue that holds all of this together is the scaffolded and continuous training for all stakeholders.

Currently, BISD has 100% of our students in grade KG-3 in their neighborhood schools. Therefore, the grant will support 3-8 years olds in all 6 elementary campuses and students enrolled in our PPCD programs. Campuses include Bluebonnet Elementary, Cedar Creek Elementary, Emile Elementary, Lost Pines Elementary, Mina Elementary and Red Rock Elementary. In order to address supports across campuses, the grant will address interventions and transactional supports in students' general education classrooms, special education settings, specials/electives classrooms and recess areas.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Overarching Framework that establishes a common philosophy for our districts Autism program.	The SCERTS Model will establish a framework for our district that all other needs assessment items will be linked to. In regard to training our community, the framework will provide common vocabulary, goals, and interventions; which, in turn, provides for systematic progress monitoring of programs, interventions and student success.
2.	Training and Progress Monitoring	The Autism Interventionist will be primarily responsible for providing general training and technical assistance to specific service providers. Additionally, they will monitor the students' progress on their goals and monitor changes in their programing/interventions. The keynote trainer on Inclusion and Autism will set the foundation to build our programs.
3.	Systematic Approach for establishing goals, objectives and interventions.	The frame work will establish structures to implement targeted assessments, student centered goals, family collaboration and meaningful interventions.
4.	Transactional Supports (including Assistive Technology)	The grant will provide materials for campuses to have a "Sensory Stations" in general education, specials, special education classrooms and playgrounds. Sensory Station kits will consist prescribed sensory support materials which will be developed and supported by a licensed OT and the Autism Interventionist.
5.	Social Communication (Including Assistive Technology)	This grant will provide materials for each campus to establish a learning environment that supports social communication. Each campus will receive visual communication and technological supports that are developed and supported by a licensed SLP and the Autism Specialist.

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Schedule #14—Management Plan

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Autism Interventions/Grant Coordinator	Grant funded position. This person will have experience with writing behavior plans and consulting with multiple service providers including OT, PT and LSSPs. This person will have a minimum of 5 years' experience directly serving students with Autism and a Master's Degree in Education or related field.
2.	SCERTS Collaborators	Contracted Consultation from SCERTS Model developers.
3.	Occupational Therapist	Licensed Occupational Therapist with training and/or experience serving students with Autism.
4.	Speech and Language Pathologist	Licensed Speech and Language Pathologist with training and/or experience working with students with Autism.
5.	Keynote and Guest Trainer	Contracted services for international author, Paula Kluth, who is an expert in the area of inclusive education and Autism.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Hire Autism Interventionist/Grant Coordinator	1.	Post Position and Requirements	05/04/2018	05/17/2018
		2.	Establish Interview Committee	05/04/2018	05/17/2018
		3.	Review Applicants	05/18/2018	05/18/2018
		4.	Interview and Select Candidate	05/21/2018	05/25/2018
2.	Hire Grant Support (OT and SLP)	1.	Post Positions and Requirements	05/04/2018	06/04/2018
		2.	Establish Interview Committee	06/04/2018	06/04/2018
		3.	Review Applicants	06/05/2018	06/07/2018
		4.	Interview and Select Candidates	06/11/2018	06/15/2018
3.	Establish SCERT Framework	1.	Schedule Training in the Model	06/11/2018	06/15/2018
		2.	Train Stakeholders	07/17/2018	07/22/2018
		3.	Assess students for baseline	08/13/2018	09/01/2018
		4.	Establish Student Goals and Objectives	09/01/2018	09/14/2018
4.	Install Transactional Supports (Sensory Stations)	1.	Order Research Based Sensory Items	06/11/2018	06/22/2018
		2.	Identify students, classrooms and etc.	08/01/2018	08/10/2018
		3.	Create Sensory Stations in areas	08/01/2018	08/31/2018
		4.	Observe Sensory Stations in use	09/01/2018	09/28/2018
5.	Transactional Supports (Recess Areas)	1.	Identify Research Based Outside Play equip	06/11/2018	06/22/2018
		2.	Obtain Bids	06/11/2018	06/22/2018
		3.	Complete Installation	07/01/2018	08/14/2018
		4.	Observe Equipment in use	08/14/2018	08/14/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 011901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Department of Special Programs and services created a 3 year improvement plan in the Summer of 2016. Each year, working closely with other departments in the district, the Special Programs Department completes a Department Performance Plan and updates the goals on the plan quarterly. The plan is then aligned and embedded with the District's Performance Plan and maintained in an electronic system called Plan4Learning. Each Quarter the District Performance Plan Committee, made up of teachers, administrators, and parents, review the plan and make any necessary updates or changes.

Bastrop ISD and the Department of Special Programs and Services utilizes Department Newsletters, Department Chair Meetings, Campus Special Programs Department Meetings, Parent "Chats" for early identification and intervention programs, Parent Nights and Transition Nights to disseminate program specific information and solicit feedback from stakeholders. In addition to these, Bastrop ISD has shown an increase presence on social media platforms which has proven to beneficial to parents and community members.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, we have the Autism Evaluation Team and the Behavior Interventionist team who operate in a similar fashion as laid out in this grant. The Autism Evaluation Team receives referrals for students who are suspected of having Autism and conduct multidisciplinary evaluations. The Behavior Interventionist team collaborates with other service providers to ensure that their students are receiving the best Transactional Supports to allow them to engage in the general curriculum. Bastrop ISD has designed a system of services for students with Behavior Difficulties that allows them to be educated on their home campuses. Students are seen as General Education students first and we have a fluid system that allows students to receive the level of support they need in real time. The work we have done with our behavior programs, building campus level capacity district wide, is the impetus for the design of this grant and its support of our students with Autism.

The current staffing configuration can sustain continued goals and objectives for supporting students with Autism in their LRE. The Autism Steering Committee, chaired by the Associate Director of Special Programs and Services, will continue to monitor progress of the program and student outcomes to ensure fidelity of implementation and continued student success.

Schedule #15—Project Evaluation

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student Assessments	1.	SCERTS Baseline Assessments for each student
		2.	SCERTS Middle of Year and End of Year Assessments
		3.	IEP Goals and Objectives
2.	Teacher Observations	1.	Checklist for Sensory Components in Place
		2.	Checklist for Transactional Supports in Place
		3.	Observations and Feedback for teachers on use of supports
3.	Student Observations	1.	Observations of students interacting with supports
		2.	Observations of students interacting with peers
		3.	Observations of students using language supports
4.	Stakeholder Surveys	1.	Baseline Survey distributed to all stakeholders in October 2018
		2.	Check In Survey distributed to all stakeholders in January 2019
		3.	Summary Survey distributed to all stakeholders in May 2019
5.	PD Certifications Audit	1.	Sign in sheets for Professional Development and Cohort activities
		2.	Certificates from Professional Development and Cohort activities
		3.	PD Surveys completed by participants.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected by teachers, parents and other service providers and reviewed by the Autism Interventionist as well as the Autism Steering Committee. Program participants will be identified by their attendance and participation in EE through 3rd Grade classrooms. Currently, there are about 50 students who will be in ages 3-9 for the 18.19 School Year. Those 50 students attend 6 campuses and have approximately 75 teachers which includes electives/specials classes. Teachers will be invited to join the Autism Cohort to receive additional training on the program and interventions.

The Autism Interventionist along with other service providers will use observation forms found in, "The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders" to identify students' strengths/needs and establish appropriate goals and interventions for each student. Additional observation tools may be used depending on the student's individual needs. The SCERTS Assessment Process (SAP) divides each domain into two core components. Social Communication includes Joint Attention and Symbol Use, Emotional Regulation includes Mutual and Self-Regulation, and Transactional Supports include Interpersonal and Learning Support.

In regard to program implementation, the Autism Interventionist will conduct classroom observations and coach individual teachers on the set up their rooms, the use of Transactional Supports, and teaching strategies. The Autism Interventionist will model strategies for teachers and assist in implementing the program with fidelity. The Autism Interventionist will relay any major concerns to the Campus Administrator, Department of Special Programs and Services Administration, and the Autism Steering Committee.

Data from individual students' progress and program fidelity implementation will be maintained electronically and summarized in a spreadsheet for review by the Autism Steering Committee each 9 weeks. The committee will review individual student progress at this time and discuss any major changes to the programing that the Autism Interventionist, Occupational or Speech Therapist hadn't already implemented.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:	011901	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bastrop ISD's implementation of the SCERTS model will ensure researched based evidenced in regard to assessments, goals and interventions. The SCERTS model focuses on Social Communication, Emotional Regulation and Transactional Supports. The SCERTS model provides assessments, curriculum and guidance for selecting evidenced based practices to support students in the accomplishment of their goals. The entire SCERTS framework "incorporates practices that are consistent with recommendations by the National Research Council" (NRC, 2001) and *National Standards Project (2009). National standards reports on autism interventions.*
In a collaborative research article by 5 Higher Education Institutes published in the Springer Science and Business Journal (Sparapini,Morgan, et all, 2015), the authors cite, "Efforts to increase active engagement in students with ASD in educational settings are critical in order to promote positive educational outcomes (Iovannone et al. 2003 Kasari and Smith 2013; NRC 2001)." The research focused on active engagement of K-2 students with Autism in the general education setting. Specifically, the participants attended a school where the SCERTS model was being implemented. The most compelling findings were around the Emotional Regulation component of the SCERTS Model. "Results indicated that students spent less than half of the observed time in a well-regulated state..." (Sparapini,Morgan, et all, 2015). This finding affirms that focusing on Emotional Regulation, by adding prescribed sensory supports to assist students in Emotional Regulation across school settings, will increase their engagement. Additionally, the report cited, "well developed regulatory skills have been found to be important for participation and learning in educational settings (Connor et al.2010; Guo et al.2011; Ponitz et al.2009;Tucker et al.2002)
General and Assistive Technology is a vital part of the SCERTS framework when identifying interventions and Transactional Supports. Whether it's augmented communication devices or interactive playground equipment, the team is committed to establishing innovative technology that will support our students' engagement.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each participant in the grant will start with assessments in each of the SCERTS domains using SCERTS assessments and supplemental instruments that service providers (OT, Speech and Behavior) may deem necessary to get a complete picture of the student's needs. Additionally, standard baseline data will be taken in reading and math that is aligned to the student's academic placement.

The SCERTS assessments include a series of observations in each of the 3 domains. In the "SCERTS Model: A Comprehensive Educational Approach for Children with Autism...", they authors set out 10 steps for designing students' individualized programs: 1. Determine Communication Stage 2. Gather Social Partner Info. 3. Create Assessment Team 4. Complete SAP Assessment 5. Conduct Behavior Sampling 6. Compile Data 7. Prioritize Goals 8. Recommend Further Assessments 9. Design Program and 10. Perform ongoing Tracking. The assessments are completed by and reviewed by a multidisciplinary team, which includes parental input; goals and objectives will be established from the baseline assessment. Formal and informal progress monitoring data will be collected by the multidisciplinary team and disaggregated by the Autism Interventionist. Summative assessments will be given at the end of each semester to quantify progress over longer periods of time and identify any changes that may need to be made to program implementation.

Academic baselines will be established using the reading and math diagnostics that are already adopted by the district. There is an array of these assessments to ensure that students are assessed at an academic and not frustrational level. This data will be reviewed by the Autism Interventionist and multidisciplinary team to identify correlation between data collected on the three SCERTS domains and academic achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 011901	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD Special Programs and Services Department Values State, "collaboration with parents and community members will be actively solicited and fostered through parent training, ARD processes, and advisory committees."

Parental support will begin with the involvement of a parent representative on the Autism Steering Committee. In addition to Autism Steering Committee meetings, any parent of a student served through the grant may attend any supplemental autism training offered by the district through this grant. This may include training sessions that happen outside of school hours. As with any Autism program, in home training and support will be aligned with the students' needs and goals as assessed through a selection of measures.

The Autism Interventionist will work very closely with families to establish meaningful goals and objectives for the students. Using SCERTS and supplemental assessments the families will provide vital input into the strengths and weaknesses of the student. In the SCERTS model gathering information from the "Social Partners" includes the family. In addition to providing observational data, the family will play a vital role in the design and implementation of the student's program. The Autism Specialist and other providers will adopt the SCERTS guiding principles in regard to parental and student involvement and maintain that, "It is the primary responsibility of professionals to establish positive relationships with children and with family members. All children and family members are treated with dignity and respect" (SCERTS).

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bastrop ISD has a growing and diverse population with a racial and socioeconomic demographics that are very similar to Texas School Children as a whole. In order to implement any program or intervention the first step is to establish a common vision and vocabulary for the program. Our use of this grant establishes a framework for serving students with Autism and could be replicated in other districts or adopted by the state as a whole. Identifying Autistic behaviors as "human" behaviors serves to remove the stigma identified with behaviors displayed by students with Autism. When you look at a 5 year old who was just told he can have some ice cream he may get so excited that he flaps his arms and jumps up and down. When a student with Autism gets excited he/she may do the same thing but often these behaviors are labeled with negative connotations. If the state of Texas could shift our perspective of these students then the barriers to including them in their neighborhood schools and classrooms with embedded and natural supports would dissipate.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 011901	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The adoption of the SCERTS Framework and its philosophies is the first step in removing barriers to effectively serving students with Autism. The overarching idea in SCERTS is that "Autistic Behaviors" are "Human Behaviors" (B. Prizant) and that by educating our community of teachers, students and parents we can shift the expectations and increase genuine relationships for students with autism in our classrooms. Understanding how the environmental factors affect student's ability to sustain Emotional Regulation will prepare the students to engage in learning. Providing light covers, decluttered spaces and/or sensory stations inside the classroom will decrease dysregulation. Students who are more regulated will spend less time out of class taking sensory breaks or being removed for disruptive behaviors. While in isolation these supports may not seem innovative, it's the systematic coordinated approach to identifying the needs and the support of the Autism Specialist that makes this program unique.

The method for the rollout is as important as the content of the program itself. We will knock down barriers by hosting International Autism and Inclusion Expert, Paula Kluth. Paula Kluth is the author of "You're Going to Love This Kid! Teaching Students with Autism in the Inclusive Classroom" and is a dynamic and passionate advocate for inclusion. Paula's interactive session engages participants in learning practical ways of supporting students with autism spectrum labels and other disabilities within a general education classroom. Her workshop addresses, "defining (and redefining) autism, listening to the voices of those on the spectrum, differentiating instruction, creating more active and responsive lessons, making the classroom comfortable, and providing opportunities for communication and social skill support." (paulakluth.com) After we have everyone motivated and excited about the program from listening to a powerful speaker, we will create an Autism Cohort to keep the training and excitement going. The Cohort training will plant a seed of knowledge amongst our grant participants and growth the campuses capacities to plan for and implement meaningful inclusive interventions for students with Autism.

The Autism Interventionist will solidify the cohort members' learning through coaching and consultation. The Autism Interventionist will maintain a coaching schedule and provide specific feedback to service providers under the SCERTS domains. Through training and support we will provide our students the necessary skills to achieve academic and social goals. In the areas of Social Communication and Emotional Regulation, the addition of picture and language supports in hallways, cafeterias, playgrounds and every classroom the student enters on the campus, will decrease anxiety and provide students an opportunity to communicate effectively with their friends. The classroom sensory stations will be part of the classroom environment and something that our students with autism can enjoy alongside their peers in the general education classroom. On the playground, where you may typically see students with autism by themselves playing, there will be sensory play equipment that encourages reciprocity, joint attention and turn taking. With this grant we will ensure that students with Autism can access the Transactional Supports needed for academic and social engagement in every setting they encounter.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 011901 | Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program will assess students in the areas of Social Communication, Emotional Regulation, and Transactional Supports through the lens of providing meaningful inclusive education for all students. The SCERTS Model provides strategies in the classroom which include:

Social Communication

- Utilize cooperative learning activities to enhance joint attention, turn-taking and problem solving.
- Set up regular routines with visual supports
- Create opportunities for students to share experiences with classmates through "show and tell" activities.
- Design academic activities to include social components so that there are many opportunities for social interaction and communication with peers.

Emotional Regulation

- Alternate sedentary and movement activities, including different seating and postural arrangements.
- Design a space for sensory activities in the classroom.
- Design quiet, calm spaces within regular activities.
- Modify environment to decrease dysregulating sensory input (light covers, noise, clutter)

Transactional Support

- Associate specific areas of the classroom with specific activities.
- Use visual supports and visual systems extensively to mark the flow of activities.
- Establish transitions that are predictable.
- Provide support but encourage independence to preclude prompt dependency.

(Barry M. Prizant, Ph.D)

TEA Program Requirement 3: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

x☐ NA – Program will not coordinate with private or community based providers.

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