PAPERWORK DESCRIPTIONS AND JUSTIFICATIONS 03/31/10

	A	B	C	D	E	F	G	H	I	J
1	**REQUIRED**	**DEPARTMENT**	**TITLE OF PAPERWORK**	**PERSON COMPLETING**	**AUDIENCE**	**FREQUENCY**	**APPROXIMATE DURATION**	**JUSTIFICATION**	**EXPLANATION**	**DLB (LEGAL) Correlation**
2	**National**	**Advanced Academics**	**AVID (Advancement Via Individual Determination) Certification Report and Self-Study Continuum**	**AVID 8 site team members (teachers)**	**AVID Teachers**	**Once in December and once in May/ on-line survey**	**25 pages regarding fidelity of implementation; done collaboratively among teachers 3 hours total over 4 months**	**Required for AVID program to monitor AVID implementation fidelity and receive ranking**	**Used for state ranking**	**8**
3	**National**	**Advanced Academics**	**AVID Data**	**AVID Coordinator (teacher)**	**AVID Students**	**Twice a year (Sept./November)**	**5 pages/ information from idata is provided to AVID teachers, they complete demographic information; done collaboratively among teachers 3 hours total over 2 months**	**Required for AVID program to monitor AVID implementation fidelity and receive ranking**	**Used for program monitoring/state ranking**	**8**
4	**State**	**Advanced Academics**	**Gifted and Talented Nomination Form**	**Teachers nominate students for the Gifted and Talented Program**	**Nominated G/T Students**	**Once to nominate**	**1 page grades K-3; 1 page grades 4-11; 5 minutes**	**TEC §29.121; G/T Screening Process/EHBB (LEGAL)**	**Used to determine student placement in G/T program**	**3 and 10**
5	**State**	**Advanced Academics**	**Gifted and Talented Teacher Checklist (Grades K-2) (Grade 3)/ Purdue Academic Rating Scale (Grades 4/11)**	**Teachers that have Students Nominated for G/T in their classroom**	**Nominated G/T Students**	**Observe student 2-3 weeks and complete checklist Sept./Oct. one time for nominated student**	**2 pages K-2; 2 pages grade 3; 4 pages grades 4-11; 10 minutes**	**TEC §29.121; G/T Screening Process/EHBB (LEGAL)**	**Used to determine student placement in G/T program**	**3 and 10**
6	**College Board**	**Advanced Academics**	**Advanced Placement (AP) Audit Form**	**AP Teacher for NEW assigned course**	**AP Students**	**One time when assigned "new" AP course**	**1 page; 5-10 minutes/ on-line form**	**Required for AP offering/ TEC §28.051**	**Used to certify AP teacher (College Board)**	**8**
7	**College Board**	**Advanced Academics**	**AP Syllabus**	**AP Teacher for NEW assigned course**	**AP Students**	**One time when assigned "new" AP course**	**Can be shared syllabus (multiple teachers use the same one, request one from AAS)**	**Required for AP offering/ TEC §28.051**	**Used to certify AP course (College Board)**	**8**
8	**District**	**Area Executive Directors**	**Field Trip/Out of School Activity Approval**	**Teachers**	**Students that attend field trips not on the pre-approved list**	**One per field trip**	**2 pgs. Per trip; 20 min.**	**EFD (LOCAL)**	**Used for approval of field trips not on the pre-approved list**	**10**

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9	State	At-Risk	Data Clerk Entry Form- Readiness Screening for State Compensatory Education At-Risk	Pk - 3rd Teachers	At Risk Students Teachers: enter "Y" on form if determined at-risk by screening criteria	One time at the beginning of the year after screening	Generated student list of names teacher enter "Y"; length dependent upon number of students	TEC §29.081/EHBC (LEGAL)	Used to notify data entry clerk students who have been determined at-risk in order to enter into the system;	3
10	State	At-Risk	SAISD student Strategies for Success Planning Guide for At-Risk Students	PK - 12 Teachers	At-Risk Students Teachers: document student interventions for at-risk students after students have been identified as at risk	Twice per year or semianually at beginning and middle of year	1 page; 10 minutes	TEC §29.081/EHBC (LEGAL)	Used to document interventions and monitor at-risk student	3
11	State	Bilingual	Individualized Instructional Intervention	Bilingual Teachers	Bilingual students who are failing or at risk of failing or LEP exited/monitored students or Potential Exemption	Bilingual students who are failing or at-risk of failing- not a specified time frame; Potential Exemption the intervention is started in the fall; Exited/Monitored LEP students who is failing or at-risk of failing each nine weeks	1 page per student per subject; 5-10 min.	TEC §29.056(h)- LEP Exited/Monitored; TEC §29.0561(a) and (b); §29.062; §29.063	Used to monitor student progress and evidence of interventions- submitted to LPAC Coordinator	3
12	State	Bilingual	TELPAS Student Rating Roster	Bilingual Teacher	LEP Students who are in the bilingual or ESL program and parent denials	On-going observation- completion in the Spring	1 page per student; 5-10 min.	Title III Subpart 2 Section 3121- evaluations (description of the progress made by children in learning the English language and meeting…..)	Used as a criteria for exiting students from the program	3

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13	State	Bilingual	Woodcock Munoz Language Survey	Bilingual Teachers	Bilingual students	Initial identification and placement; then once a year; for exit purposes "fluent" level	Pk-1 20-30 minutes per student; 2-12 30-40 minutes per student	TEC §29.056; §29.0561; §29.062; §29.063	Teachers chart student responses; provide information to LPAC Coordinator who enters the information and generates report; report used for placement/exit, monitoring progress, and instructional purposes	2 and 3
14	District	Campus	Clubs/Organizations Form/Plans	Teachers who sponsor student clubs/organizations		Once each year	2 pages; page#1 (5 min.) page# 2 (15 min.)	Developed on advice of legal counsel; Administrative Procedure F45	Used to submit action plans, calendars, and club/organization rules and constitution to the campus administration for retention in the office.	10
15	State	Campus	Discipline Referral	Teachers	Students who violate the Student Code of Conduct	As needed	1/2 page; 5 min.	TEC §37.001	Used for documentation for student violations of the student code of conduct	1 and 10
16	District	Campus	Field Trip Permission Form	Teachers	Students going on field trips	One per field trip	1 pg./ 15 min.	EFD (LOCAL)	Teachers complete information on the field trip permission slip, then make copies and distribute to students prior to going on a field trip	1 and 10
17	District	Campus	Request for Approval Regarding Speaker, Performer, or Presenter	Teachers	Students	As needed	1 pg. 15 min.	TEC §22.053; Administrative Procedure E14	Used to approve outside speakers, performers, or presenters	1 and 10
18	District	Campus	Request to Change Cycle/Period Grade	Teachers	Students	As needed	1 pg.; 10 min.	TEC §28.0214	Used to make a student grade change	4
19	District	Campus	Request to Change Grade of Academic Achievement Record	Teachers	Students (Grades 9-12)	As needed	1 pg.; 10 min.	TEC §28.0214/ §28.025	Used to make student grade change	4
20	District	Campus	Surveys Approval	Teachers	Students	As needed	2 pg.; 30 min.	Developed based on court ruling; Administrative Procedure E21	Form submitted by a teacher when they want to survey students	1 and 10

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21	District	Campus	Web Parent Permission Form	Teachers	Students	As needed	1 pg.; 5 min.	Family Education Rights and Privacy Act	Used to obtain parental permission prior to web posting of student work and/or information	1 and 10
22	District	Campus	Video/Audio/Multimedia Approval	Teachers	Students	As needed per classroom instruction	1/2 pg. 15 min.	EFE(LOCAL); EFB(LOCAL); Administrative Procedure E6	Used as approval for video/multimedia presentations in the classroom	1 and 10
23	District	Campus	Daily Schedule (PK-8)	Teachers	Students	Once per year	1-2 pages	DL(LEGAL), EC(LEGAL); Administrative Procedure E8	Used to verify instructional time periods in the elementary classroom	10
24	District	Campus	Syllabus	Teachers	Students	Once per year	1-2 pages	DLB(LEGAL)	Outline provided to students and administration of course requirements and time schedule	10
25	District	Campus	Magnet School Teachers Student Application	Teachers of student applying for magnet program	Any student applying for a magnet program	Once @ year	1/2 pg. (checklist/comments)	Administrative Procedure E4	A section on the student magnet school application is a checklist for a teacher to complete and there is also a section for comments	3
26	State	Campus	Lesson Plans	Teachers	All Students	Required daily, usually done on wkly basis	Time varies, dependent upon effort	DLB(LEGAL)	Lesson plans are required by the state and district policy	6
27	District	Campus	Student Award Lists	Teachers	Qualifying Students	Each nine weeks or as deemed by the campus	1 page	Administrative Procedure E24	Campuses request lists of student names for award purposes, such as perfect attendance, honor roll etc. to reward students; teachers compile these lists	3
28	State	Campus	Grade Student Assignments	Teacher of Record	All Students	1-2 grades per subject per week per student	Electronic Gradebook; ongoing	EIA(LEGAL)/DLB(LEGAL)	Gradebook is the organizational tool utilized to store student grades as assessed and assigned by the teacher of record	2
29	District	Campus	Campus Sign In/Sign Out	All Employees (including teachers)	Teachers	Required daily, write in time of arrival and departure	1 line per week; 1-2 minutes	DK (LOCAL); SAISD Payroll Manual	Used for payroll purposes (reporting of absences; etc.)	10

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30	District	Campus	Advance Leave Request Form	All Employees (including teachers)	Teachers	As needed required to request a day off of work, 1/4-1/2 sheet dependent upon site	1/4-1/2 sheet; 3-4 minutes	DK (LOCAL); SAISD Payroll Manual	Some sites use an advance leave form for employees to request a day off for payroll reporting purposes	10
31	District	Campus	End of Year Procedures Checklist	Teachers	Teachers	Length dependent upon site; each campus develops their own end-of year checkout	Varies in length; checklist	Principal End of Year Checklist; CLA(LEGAL); Administrative Procedure C35	Used to "clear" teachers for end-of-year; contains checklist with items such as all textbooks returned, library materials returned, gradebook verified, etc.	10
32	District	Campus	Employee Emergency Information	Teachers	Teachers	Once a year- updated as needed	1 pg.; 5 min.	Administrative Procedure C24 Emergency Management Plans	Used in case of an emergency	
33	Federal/State/ District	Campus	Parent Contact Log	Teachers	Students whose parents are contacted by the teacher	As needed	Varies in length	This is required in multiple venues to include federal, state, and local requirements in regards to student progress, monitoring, behavior issues, and the referral process.	Used for documentation for a variety of purposes regarding parent contact (i.e., behavior, grades, etc.)	
34	State	Campus	Permission to Videotape or Audio Record	Teachers as needed	Students that are being audiotaped or videotaped	As needed	1 page; 10 minutes	EHA(LEGAL); FL(LEGAL); TEC §26.009	Utilized to describe the purpose and activity that is being audio recorded or videotaped and to garner parent permission if needed	10
35	District	District	Young Women's Leadership Academy Referral	Teachers with students applying to YWLA	Students wanting to attend YWLA	Once per year	1 page 10-15 minutes	Memorandum of Understanding Selection Process developed internally with criteria	Used to select students for YWLA	3
36	District	District	Teacher Surveys to include: Reading First Grant, Governor's Grant, Health Insurance, Springboard, etc.	Teachers	Teachers	Program or grant surveys	Varies in length	Due for grant or program funding	Used by programs or to garner information from teachers in regards to a program or needs to determine next steps or effectiveness of program	
37	District	District	United Way Form	Teachers	Teachers	Once per year	1/2 page; 2-3 minutes	Community partnership	Form employees complete for United Way Donation	

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38	State	District	Employee Notification of CHRI Change	Teachers (all other employees as well)	Teachers	As needed	1 page; 5 minutes	DBAA(LOCAL); Administrative Procedure D35	When an employee has a change in their criminal history, it must be reported to Human Resources	10
39	Federal/State/ District	Dyslexia, Section 504, RtI	-Dyslexia Referral -Section 504 Referral - Attendance/Progress Monitoring	Referring Teacher	Dyslexia Student Referrals 1-12	Upon referral for dyslexia assessment	- 2 pages (10 min) - 4 pages (20 min) -10 pages (15 min per mo.)	TEC §38.003 TAC §74.28 Rehabilitation Act of 1973	Used to assess for dyslexia eligilbilty	EHB (LEGAL)
40	Federal/District	Dyslexia, Section 504, RtI	- Section 504 Referral - Teacher Input	Referring Teacher	Section 504 Referrals K-12	Upon referral for Section 504 evaluation	- 4 pages (20 min) - 1 page (10 min)	Rehabilitation Act of 1973	Used to evaluate for Section 504 eligibility	FB (LEGAL)
41	Federal/State/ District	Dyslexia, Section 504, RtI	RtI Plan Tier I	Referring Teacher	At -Risk Students in need of intervention K-12	Upon referral to RtI problem solving process	- 2 pages (15 min)	IDEIA 2004; NCLB 2001; TAC§89.1011	Used to document intervention needs for at-risk students	SAISD Administrative Procedures F6
42	Federal/State/ District	Dyslexia, Section 504, RtI	ECE RtI Plan Tier I/Tier I Addendum	Referring Teacher	ECE (3 and 4 year old) At-Risk Students in need of intervention	Upon referral to RtI problem solving process	- 2 pages (15 min)	IDEIA 2004; NCLB 2001; TAC§89.1011	Used to document intervention needs for at-risk students	SAISD Administrative Procedures F6
43	Federal	Early Childhood Education	At-Risk PK-3 Early Literacy Checklist	PK-3 Teachers	PK-3 Students	Once at the beginning of the year	1 Page; 1 hour over time	TEC §29.081	Screening tool for At-Risk Indicator	3 and 10
44	Federal	Early Childhood Education	At-Risk PK-4 Early Literacy Checklist	PK-4 Teachers	PK-4 Students	Once at the beginning of the year	1 Page; 1 hour over time	TEC §29.081	Screening tool for At-Risk Indicator	3 and 10
45	Federal	Early Childhood Education	At-Risk PK-3 Math Readiness Checklist	PK-3 Teachers	PK-3 Students	Once at the beginning of the year	1 Page; 1 hour over time	TEC §29.081	Screening tool for At-Risk Indicator	3 and 10
46	Federal	Early Childhood Education	At-Risk PK-4 Math Readiness Checklist	PK-4 Teachers	PK-4 Students	Once at the beginning of the year	1 Page; 1 hour over time	TEC §29.081	Screening tool for At-Risk Indicator	3 and 10
47	District	Early Childhood Education	Circle Assessment	PK Teachers	PK Students	3 times a year (beginning, middle, end) completed on Palm	5 Sections (Alpha Recognition, Vocab., Phonemic Awareness); 30 minutes over time	TEC §29.155	Used to determine PK student progress	3
48	District	Early Childhood Education	Circle Observables	PK Teachers	PK Students	2 times a year (beginning, middle), completed on Palm	3 Sections (Social, Writing, Book/Print)	TEC §29.155	Used to determine PK student progress	3
49	District	Early Childhood Education	Informal Assessment Rubrics as noted in Curriculum Guide	PK Teachers	PK Students	Once each grading period	1 Rubric for Science (1 page); 1 Rubric for Math (1 page); 1 Rubric for Social (1 page)	TEC §29.155/DLB (LEGAL)	Used to determine PK student progress; does not duplicate other checklist information. Used for grading purposes.	3

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50	District	Early Childhood Education	Pre-Kindergarten Report Card	PK Teachers	PK Students	Once each grading period/ on-line	3 page Report Card; 20-30 minutes per student (per grading period).	TEC §29.155/DLB (LEGAL)	Used to monitor student progress and provide information to parents.	4
51	State	Early Childhood Education	Kindergarten Report Card	K Teachers	K Students	Once each grading period/ on-line	3 page- Pamphlet Report Card; 20-30 minutes per student per grading period	TEC §29.155/DLB (LEGAL)	Kindergarten grade reporting; looking at revising	4
52	Federal	Employee Benefits	Authorization for Release of Medical Information	Teachers that need medical information released	Teachers	As needed for release of medical records	1 page; 5 minutes	HIPPA	Medical Release per HIPPA laws	10
53	District	Employee Benefits	Assault Reporting Form	Teacher that has been assaulted		As needed upon student assault	1 page; 20 minutes	DEC(LOCAL); DEC(LEGAL); Administrative Procedure D19	Used to document assaults for leave determination	10
54	Federal	Federal Programs	Field trip Lesson Plan	Teachers that utilize Title 1 funds for field trips	Students attending field trips paid with Title 1 funds	One per field trip	1 pg.;15 min.	Since the USDE does not approve non-instructional related field trips, the Office of Management and Budget publishes a bulletin titled OMB-A87 that addresses allowable versus non-allowable expenditures form federal funds. The "form" is not specifically addressed in this bulletin, but it references that field trips for social, entertainment, or recreational purposes are not allowable. The form was created to document that the field trip is for instructional purposes.	Used to document coordination between classroom and field trip experience/ use of Title 1 funding	10
55	District	Finance Dept.	Travel Documentation	Teachers as needed	Teachers as needed	As needed, per travel	2 pages; 1 prior to the trip and one upon return; 20-30 minutes	DEE (LOCAL); Administrative Procedure C20	Used when a teacher is attending conference, professional learning, etc., that requires travel	10
56	District	Finance Dept.	Fundraising Sponsor Forms	Teachers who sponsor student clubs/organizations	Students in a club/organization	As needed for fundraising purposes	4 pages; 1 hour	CFD(LOCAL); Student Activity Funds Campus Accounting Procedure (Finance Dept.)	Used by sponsors to budget and maintain finances for a student club/organization	10
57	District	Guidance and Counseling	Counseling Referral	Teachers	Students in need of counseling services	As needed	1 pg.; 5 min.	Guidance and Counseling Curriculum Guide	Used to refer students for counseling services	1

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58	State	Health and Physical Education	Fitnessgram Fitness Test	PE Teachers	Students in grades 3-12	Once a year (ES and HS); twice a year (MS) due to grant	6 tasks; 1-2 hours data entry per grade level/class; annually (middle school conducts 2 times a year due to grant)	Senate Bill 530	Used to assess student health status (SB 530)	1 and 2
59	State	Human Resources	SAISD Teacher Self Report Section I (TSR I) SAISD Teacher Self Report Section II (TSR II)	Teachers that are evaluated	All Teachers	TSR I due October 24, 2008 TSR II due April 30, 2009	TSR I - 4 pages total TSR II - 2 pages total between 30 minutes and 1 hour	Local Rules and 19 TAC §150.1003(f)/§21.351	Requirement of the Teacher Professional Development and Appraisal System	10
60	District	Human Resources	Cooperating Teacher's Request for School Business Day	Teachers that have a student teacher	Teachers	1 time per student teacher assignment	1/2 page; 10 min.	DEC(LOCAL); DEC(LEGAL)	Used by teachers that have a student teacher, they may request one school business day	10
61	State/District	Human Resources	Grievance Level 1 Form	Referring Teachers	District	As needed	1 page; dependent upon situation	DGBA (LEGAL); DGBA (LOCAL)	Utilized to file a grievance	9
62	State	Instructional Technology	Texas Star Chart	Teachers	Classroom Teachers	Annually/ on-line survey	1 page; 15 minutes	Beginning with 06-07 required to complete, as statewide report is used to fulfill the requirements in No Child Left Behind, Title II, Part D	Used to apply for federal gov't grants/funding, which the District does receive and to help teachers, campuses, and the district determine progress toward meeting the goals of the Long-Range Plan for Technology.	10
63	District	Instructional Technology	Electronic Resources Request	Teachers	New software request	As needed	1 page with 14 items ;5 minutes	Administrative Procedure E35	Used when requesting the purchase of new software	10
64	District	Instructional Technology	Gradebook Reassignment	Teacher going on leave	Teachers	As needed	1 page; 5 minutes	Administrative Procedure E30	Used for teachers going on leave to reassign their gradebook	10
65	District	Instructional Technology	Request to Change Grading Categories or Weighting	Teachers/Grade Levels/Dpt.	Change Grading/Weights/ Categories	As requested	1 page; 10 min.	Administrative Procedure E20	Used to request change to District grading procedure	2
66	State	LOTE	Verification of Credit	Teachers	Students who have a first language other than English, so that credit may be given without course completion	Used as needed	1 page; 10 min.	Administrative Procedure E32	Used for the awarding of credit to students with a first language other than English	2

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67	District	Mathematics	SSI/TAKS Grade Placement Folder	Teachers	5th grade and 8th grade students	After unsuccessful TAKS testing in grades 5 and 8	Organizational file folder	TEC §28.0211; §39.023; not required by law used as organizational tool	Folder created to provide cumulative information regarding student history for TAKS Reading and to assist with making grade placement determinations	2
68	State	Mathematics	SSI/TAKS Accelerated Instruction Plan	Teachers	Grades 5 and 8	After second administration of TAKS Mathematics	1 page	TEC §29.081; §28.021; §28.006; §39.023	Used to document plan for student academic progress	2
69	State	Mathematics	SSI/TAKS Accelerated Instruction Plan	Teachers	Grades 5 and 8	After third administration of TAKS Mathematics	1 page	TEC §29.081; §28.021; §28.006; §39.023	Used to document plan for student academic progress	2
70	State	Mathematics	SSI/TAKS Progress Reports	Teachers	4th Grade	End of the year	1 page	TEC §28.0211	Inform parents of student progress and expectations in 5th grade	2
71	State	Mathematics	SSI/TAKS Progress Reports	Teachers	7th	End of the year	1 page	TEC §28.0211	Inform parents of student progress and expectations in 8th grade	3
72		Mathematics	RtI Student Portfolio Update: Tier II and Tier III	Teachers	K-12 Students	Every ten days; progress monitoring	2 pages for Tier II and 2 pages for Tier III, 5 min. per student	IDEIA 2004	When a student is referred to Response to Intervention and is receiving services; this portfolio is used to monitor student progress	7
73	State	PEIMS and Data Services	Attendance Correction Form	Teachers	Any student that needs an attendance correction	Any time a correction on student attendance data is needed	1 page form	TEC §25.085; §25.086; §25.087; §25.094	Required to correct student attendance error in the PEIMS system	2
74	District	Reading	SSI/TAKS Accelerated Instructional Plan 1st Administration	Teachers that have Students that were not successful on TAKS Reading Grades 3, 5, 8	Students that were not successful on TAKS Reading in Grades 3, 5, or 8	After first administration of TAKS Reading	1 page	TEC §29.081; §28.021; §28.006	Used to document plan for student academic progress	2
75	State	Reading	SSI/TAKS Accelerated Instructional Plan 2nd Administration	Teachers that has students that were not successful on TAKS reading Grades 3, 5, 8	Students that were not successful on TAKS Reading in Grades 3, 5, or 8	After second administration of TAKS Reading	1 page (AIP); 10 min.	TEC §29.081; §28.021; §28.006	Used to document plan for student academic progress	2

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76	State	Reading	SSI/TAKS Accelerated Instructional Plan 3rd Administration	Teachers that have students not successful on TAKS Reading Grades 3, 5, 8	Students that were not successful on TAKS Reading in Grades 3, 5, or 8	After third administration of TAKS Reading	1 page; 5-10 min.	TEC §29.081; §28.021; §28.006	Used to document plan for student academic progress	2
77	State	Reading	SSI/TAKS Progress Reports	Teachers	Students at the end of 2nd grade	At the end of the school year (2nd grade) to note reading status and requirements in 3rd grade	1 page	TEC §29.081; §28.021; §28.006	Used to inform parents	2
78	State	Reading	SSI/TAKS Progress Reports	Teachers	Students at the end of 4th grade	At the end of the school year (4th grade) to note reading status and requirements in the 5th grade	1 page	TEC §29.081; §28.021; §28.006	Used to inform parents	2
79	State	Reading	SSI/TAKS Progress Reports	Teachers	Students at the end of 7th grade	At the end of the school year (7th grade) to note reading status and requirements in the 8th grade	1 page	TEC §29.081; §28.021; §28.006	Used to inform parents	2 and 3
80	District	Reading	SSI/TAKS Grade Placement Folder	Teachers	Students receiving Accelerated Instruction	After any unsuccessful TAKS Reading-Grades 3, 5, 8	Organizational file folder	TEC §28.081; §28.021; 28.006; not required by law used as organizational tool	Folder created to provide cumulative information regarding student history for TAKS Reading and to assist with making grade placement determinations	7
81	State	Reading	Tier II Intervention Attendance Roster	Teachers	Students receiving interventions based on TPRI data	Students in grades K-3	1 page per week; 5 minutes	TEC §28.006(c), (g), (g-1)	Used for documentation of implementation of student services	3
82	State	Reading	Tier II Grouping List can be printed from m-class; does not have to be teacher written	Teachers	Students receiving interventions based on TPRI data	Students in grades K-3	1-2 pages; 5-10 minutes	TEC §28.006(c), (g), (g-1)	Used for Reading First Grant compliance and for student services documentation	10
83	State	Response to Intervention (RtI)	Elementary Response to Intervention Plan and Secondary Response to Intervention Plan	Teachers	Students who are receiving RtI Services	Completed/updated weekly	3 pages; 30 minutes	IDEIA 2004	Used to monitor student progress when providing interventions	3

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84	State	Response to Intervention (RtI)	RtI Behavior Strategies Intervention Log	Teachers	Students who are referred for behavior issues	Completed while providing behavior interventions	1 page; dependent upon situation	IDEIA 2004	Used to monitor student progress on behavior interventions	1
85	State	Response to Intervention (RtI)	Student Intervention Attendance Forms	Teachers	Students receiving interventions based on TPRI data	Daily attendance	1 entry per student; 30 seconds	IDEIA 2004	Used to track student attendance for RtI services	7
86	Federal	Section 504	Acknowledgement of 504 Records	Teachers	Section 504 Students	Upon receipt of 504 Records	1 page; date only; 1 minute	Section 504 Rehabilitation Act of 1973	Used to acknowledge receipt of accommodation plan	3
87	Federal	Section 504	Section 504 Student Accommodation Plan	Section 504 Committee (teachers included)	Section 504 Students	Once a student is determined to need a Section 504 plan	1 page; 10 minutes	Section 504 Rehabilitation Act of 1973	Used to identify Section 504 accommodations	3
88	Federal/Local	Special Education Supplement	Transportation	Teachers/ARD Committee	Special Education Students	As needed	1 page; as needed	TEC §29.001; §29.003; §29.004; §29.005	Used to inform transportation of student needs/ pick up/ drop off etc.	3
89	Federal	Special Education	Admissions, Review and Dismissal (ARD)	Teacher as part of ARD committee	Any student who qualifies for special education services	Once a year	16 pages	TEC §29.001; §29.003; §29.004; §29.005	Used for initial placement, annual review, and dismissal for special education services	1
90	Federal	Special Education	Behavior Log	Teachers	Required for referral to an AEP or BAC unit	As needed	Running record; length varies	TEC §29.001; §29.003; §29.004; §29.005	Document student behavior	3
91	Federal	Special Education	Special Education Referral	Teachers	Referral for initial student placement; used for retest for required triennials	Initial placement and then each three years	3 pages	TEC §29.001; §29.003; §29.004; §29.005	Refer for initial special education placement and then for 3 year retest	10
92	Federal	Special Education	SHARS	Speech Therapist, Lifestrides, TLC, PT, and OT Teachers	Personal care skills for students in these units	Time and effort log; daily	Length depends on personal care skills provided	TEC §29.001; §29.003; §29.004; §29.005	Used to receive Medicaid reimbursement for personal care skills	10
93	Federal	Special Education	Special Education Amendment	Teachers	Special Education Students	As needed to discuss issues that do not change instructional setting/arrangement	1 page	TEC §29.001; §29.003; §29.004; §29.005	Used to discuss issues that do not change the instructional setting/arrangement (such as TAKS, behavior, transition, medical, extended school year, schedule change)	10

PAPERWORK DESCRIPTIONS AND JUSTIFICATIONS 03/31/10

	A	B	C	D	E	F	G	H	I	J
1	REQUIRED	DEPARTMENT	TITLE OF PAPERWORK	PERSON COMPLETING	AUDIENCE	FREQUENCY	APPROXIMATE DURATION	JUSTIFICATION	EXPLANATION	DLB (LEGAL) Correlation
94	District	Special Education	GEC/Itinerant Support Service Record	Teachers that have students that receive itinerant support	Special Education Students	Daily or as itinerant support is provided per student IEP	1 page per week- on-going record of student services	TEC §29.001	Used to document itinerant support services for special education students	10
95	Federal	Special Education Supplement	Extended School Year Referral Form (ARD Supplement Form)	Teachers	Special Education Students	As needed to refer students to ESY	3-4 pages	TEC §29.001; §29.003; §29.004; §29.005	Referral	10
96	Federal	Special Education Supplement	Referral to a Regional Day School Program for the Deaf	Teachers/ARD Committee	Deaf Students	As needed for regional school referral	1 page	TEC §29.012	Referral	10
97	Federal	Special Education Supplement	Communication Needs of Deaf or Hard of Hearing Students	Teachers/ARD Committee	Deaf or Hard of Hearing Students	Once a year for student needs/level of performance	1 page; required annually	TEC §29.001; §29.003; §29.004; §29.005; §29.301-§29.314	Used to identify student needs/academic levels, etc. of deaf or hard of hearing students	10
98	Federal	Special Education Supplement	Student with Autism or other Pervasive Development Disorder	Teachers/ARD Committee	Autistic Students	Annually or as needed	3 pages; annually or as needed	TEC §29.001; §29.003; §29.004; §29.005	Used to document plan for autistic student needs	10
99	Federal	Special Education Supplement	Behavior Intervention Plan	Teachers/ARD Committee	Students on Behavior Intervention Plan	As needed or annually (minimum)	3 pages and 1 reference page; annually or as needed	TEC §29.001; §29.003; §29.004; §29.005	Used to document methods and instructional strategies for students with behavior issues	1 and 10
100	Federal	Special Education Supplement	Functional Behavior Assessment	Teachers/ARD Committee	Students who meet listed criteria in need of a functional behavior assessment	As needed	3 pages; as needed	TEC §29.001; §29.003; §29.004; §29.005	Used to identify students in need of behavior assessment	1 and 10
101	Federal	Special Education Supplement	Students Who Are Medically Fragile	Teachers/ARD Committee	Medically Fragile Students	As needed	1 page; as needed	TEC §29.001; §29.003; §29.004; §29.005	Submitted to TEA for identification	1 and 10
102	State	Special Education Supplement	Texas Assessment of Knowledge and Skills-Alternate	Teachers/ARD Committee	Identified Special Education Students for TAKS-Alt	As per state testing requirements; annually	3 pages; as per state testing requirements	TEC §29.001; §29.003; §29.004; §29.005; §39.023	Used to identify TAKS-Alt students and develop essence statements for assessment	2
103	State	Special Education Supplement	Texas Assessment of Knowledge and Skills- Modified	Teachers/ARD Committee	Identified Special Education Students for TAKS-M	As per state testing requirements; annually	1 page; as per state testing requirements	TEC §29.001; §29.003; §29.004; §29.005; §39.023	Used to identify TAKS-M students	2
104	Federal	Special Education Supplement	Transition Service Plan	Teachers/ARD Committee	Identified Age-Appropriate Special Education Students	As needed	2 pages; as needed	TEC §29.011	Used to document transition plans for students	3 and 10

PAPERWORK DESCRIPTIONS AND JUSTIFICATIONS 03/31/10

	A	B	C	D	E	F	G	H	I	J
1	**REQUIRED**	**DEPARTMENT**	**TITLE OF PAPERWORK**	**PERSON COMPLETING**	**AUDIENCE**	**FREQUENCY**	**APPROXIMATE DURATION**	**JUSTIFICATION**	**EXPLANATION**	**DLB (LEGAL) Correlation**
105	**Federal**	**Special Education Supplement**	**Orientation and Mobility**	**Teachers/ARD Committee**	**Visually Impaired Students**	**As needed**	**1 page; as needed**	**TEC §29.001; §29.003; §29.004; §29.005**	**Checklist to identify student training needs**	**3 and 10**
106	**Federal**	**Special Education Supplement**	**Visually Impaired**	**Teachers/ARD Committee**	**Visually Impaired Students**	**As needed**	**2 pages; as needed**	**TEC §29.001; §29.003; §29.004; §29.005; §30.002-§30.004**	**Used to identify student needs and document objectives, instruction and materials**	**3 and 10**
107	**State**	**Testing**	**Testing Administrator's Oath**	**Teacher administering state assessment**	**State Assessed Students**	**Each testing session**	**1 page; 5 minutes**	**TEA Assessment Division Guidelines**	**Used to ensure each testing administrator receives training and understands the rules and guidelines for state testing**	**10**
108	**State**	**Testing**	**TAKS Seating Chart**	**All TAKS Administrators**	**All Students taking TAKS**	**Each testing session**	**1 page form provided by the state**	**TEA Assessment Division Guidelines**	**Required by the state for testing**	**10**
109	**State**	**Testing**	**ARF-Accommodation Request Form**	**Teachers; as applicable**	**For students in need of testing accommodations**	**Once a year**	**1 page; 5-10 minutes**	**TEA Assessment Division Guidelines**	**Required by the state to approve testing accommodations**	**10**
110	**State**	**Testing**	**Incident Statements**	**Teachers (all other employees as applicable)**	**Testing Incident**	**As needed, during state testing**	**1 pg.; 15 min.**	**TEA Assessment Division Guidelines**	**Used to report any incident that occurs during state testing that must be reviewed as a possible testing violation, all violations are investigated and some are reported to TEA for investigation**	**10**