EXAMPLE OF AGREEMENT
FOR SHORT-TERM PROGRAM PARTICIPATION

This is an agreement between the Texas School for the Blind and Visually Impaired (hereafter "TSBVI") and [Local School District] (hereafter the "District") concerning the provision of educational services to: [Student] (hereafter the "Student").

TSBVI and the District hereby agree to the following:

1. Dates of Service. The Student will receive the educational and residential services described below at TSBVI during the following time period: [Date]

2. Educational Services. While at TSBVI, the Student will participate in the following TSBVI program:

   TSBVI will implement the following goal and objectives:

   Goal: [Goal]
   • Objective: [Objective]
   • Objective: [Objective]
   • Objective: [Objective]

3. Student Transportation.

   To TSBVI: [Student's name] will be transported to TSBVI by [Mode of Transport]

   From TSBVI: [Student's name] will be transported home from TSBVI [Mode of Transport]

   TSBVI will pay for student transportation to and from a Short-Term Program class as described in the document “Transportation Guidelines for Students Attending Short-Term Programs.”

4. Student Residence during TSBVI Program.

   ☑ TSBVI shall provide the Student with housing and meals during the period of time the Student is receiving services at TSBVI.

   ☐ The Student will not reside on the TSBVI campus and will not be provided meals (except lunch on the TSBVI program days) during the period of time the Student is receiving services at TSBVI.

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5. Transition Services. Transition Services to assist with carryover of skills learned in a TSBVI short class will be as follows:

TSBVI:
- Hold a conference with the VI teacher to facilitate transition from local district to TSBVI;
- At the close of the program, send the local district a final report containing information on strategies found to be successful, as well as information on student progress on each objective;
- Discuss with the student the importance of taking responsibility for his/her own learning and how the student might practice newly acquired skills in a variety of contexts;
- Be available for follow-up telephone conferencing regarding carryover of skills;
- Send home sample products of student work if applicable;
- Assist the student in identifying settings at home, in school and/or in the community to work on newly acquired skills.

The District:
- Before program begins, review present levels of performance on targeted objectives with TSBVI staff, and identify strengths and needs related to student’s attendance in the short class;
- Support the student in implementing TSBVI transition activities;
- Provide opportunities to practice new skills in various settings (e.g., at home, in school and in the community);
- Continue to instruct the student on the objectives addressed to assure that the student maintains and continues to develop skills learned;
- Send school homework assignments, as well as the materials and technology necessary for completing them, to TSBVI during week-long programs.

6. Attendance Accounting. The District shall code the Student as being “enrolled and in attendance” on any school day on which the Student is present at and attending the TSBVI program when daily roll is taken at 9:00 a.m. The District shall code the Student as being “enrolled and not in attendance” on any school day, including any day on which the Student travels to and from the TSBVI program, on which the Student is not present at and attending the TSBVI program when daily roll is taken at 9:00 a.m.

TSBVI shall provide the District a report of the Student’s attendance in the TSBVI program.

7. Student Local Class Assignments. For TSBVI week-long programs, the District is requested to send classroom assignments that the student may miss while attending TSBVI. Students are provided at least two hours each day to work on assignments brought from home. When compatible, we are able to teach Short-Term Program objectives using student assignments. Additionally, when students bring their assignments we are able to observe the types of expectations teachers have for students.

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