

Texas Compliance Plan for the One Percent Threshold



Table of Contents

Introduction	3
Action Steps Taken	3
Timeline of Compliance Actions	9
Preliminary Analysis of Participation Data	11
Conclusion	12

Introduction

II. Revised the State Definition

A student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend and reason, and ALSO indicates adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving, dressing, eating, using money, and other functional skills across life domains

A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason and who also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive,

direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

III. Updated the Participation Requirements

- X
- X
- X
- X
- X
- X

IV. Increased Communications

- X

x

X

X

X

X

X

X

X

X

V. Provided Updated Training Materials and Training Sessions

X

X

x

x

Table 2: Compliance Actions

Date	Action Taken
	x
	x
	x
	x

Conclusion
