



**San Diego Unified**  
SCHOOL DISTRICT

# Procedures For Implementation Of Community-Based Instruction

Community Based Instruction  
Grades 6 - 12

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## **CBI Overview**

### **Why Community-Based Instruction?**

#### **A Message to Administrators and Special Education Staff**

The purpose of the manual is to provide clarity around CBI activities procedures on how to implement and required training and documents.

The purpose of *Community Based Instruction (CBI)* is to ensure that students with disabilities are given specific targeted instruction to develop life skills in natural, community (non-school based) environments. These needs are best met through direct instruction in settings where the students live, work, and play and will most likely live in the future. *Community Based Instruction* is a continuum of classroom instruction that leads to the student's ability to generalize the content taught in the classroom to the many environments that the student will participate in as an adult.

#### ***Community Based Instruction:***

- enhances general functioning in non-school environments (home, community, recreational, workplace)
- increases the number of integrated environments available to students
- enhances social contacts and relationships
- increases skill acquisition
- promotes independence
- provides access to meaningful choices and opportunities
- gives the general public the experience of interacting constructively in natural environments with individuals who have disabilities
- contributes to the dignity and human rights to which all individuals are entitled

It is with this understanding that the San Diego Unified School District supports *Community Based Instruction*.

**Our Vision:** All schools will recognize that students with disabilities are general education students first and they will create a culture of belonging for them by providing educational access and meaningful opportunities, equal to those of



their non-disabled peers.

### **Best Practices:**

Whole class Field Trips are not considered CBI. CBI instruction is based on assessment, IEP goals and objectives. These skills are taught to systematically and explicitly develop and further the student's independence as an adult.

Recommended best practice is that the amount of time that a student participates in CBI should gradually increase each year, until seniors are spending up to 50% of their instructional day participating in CBI and or employment/vocational activities.

CBI goals should be developed specifically for each student by the IEP team. Therefore, the activities and community environments selected for instruction should reflect individual student needs, rather than taking students to a place of convenience.

Prior to implementing *Community Based Instruction*, it is required that all staff members have been trained on the procedures outlined in this handbook.

## **Staff Roles and Responsibilities**

**Administrator:** School Administration needs to be provided copies of all documents on the checklist from the CBI Manual and notified who is leaving campus in accordance with the sign in and sign out procedure for the site. The administration is responsible for the oversight of the instructional program and the budgeting of the CBI funds. Administrator will designate a front office staff member to maintain CBI documents. Administrator is responsible for determining when to call the parent in an emergency situation. See page 11.

**Front Office Staff at school site:** Front Office Staff will participate in a sign out procedure for students and staff leaving on CBI by collecting the student locator forms and coordinating with administration so that all stakeholders are aware of when students and staff are leaving campus and where they are going. The designated front office staff member will maintain current copies of all emergency plans and student posters.

**Education Specialist:** Education Specialist is responsible for overseeing the implementation of CBI by providing lesson plans and safety plans for paraprofessionals. Lesson plans should be developed as outlined in appendix 7. For safety purposes and instruction, the staff to student ratio is 1:3 in one community environment. The teachers are responsible for providing current and clear headshot photo of students going on CBI. The Education Specialist is responsible for the CBI experience for their students. Every staff member must carry an up to date CBI notebook on all off campus activities. CBI notebook requires ongoing updating including new permission slips at the start of each school year and ESY. (Please see appendix 3)

**Paraeducator:** All paraeducator staff participating must have access to the student lesson plans, behavior plans, and safety plans prior to taking students into the community. Every staff member must carry an up to date CBI notebook on all off campus activities.

**Central Office Staff:** Central Office Staff is to provide support for quality CBI implementation at school sites.

## **Community Based Instruction For Students enrolled in Grades 6-12**

Best practice and research shows that students with disabilities learn skill sequences faster and more thoroughly when taught in natural environments. This is the impetus for Community Based Instruction, or CBI. CBI is used to ensure students are learning age appropriate activities that will increase skills for independent living, recreating, and/or employment.

**Each activity must be supported by the student's I.E.P. Annual Goals; described in the CBI Strategies Plan; have documentation of the instructional sequence and prompt level (lesson plan) ; and include data to show that progression toward mastery and independence is occurring.**

CBI activities include: an introductory component in the classroom or another "artificial" setting; a component in the real life environment; and a closure activity upon return from the community.

Goals for CBI are written after a complete inventory of the student's interests is documented in a Person Centered Plan; functional assessments are completed as needed and an Individualized Transition Plan is completed. It is essential that each CBI activity be: (a) age-appropriate and address some component of the student's needs in instruction, recreation, or vocation; (b) based on an I.E.P. goal; (c) data driven; and (d) be on going and regularly scheduled in the student's weekly activities.

On-campus activities are also highly encouraged at all ages. Students should be encouraged to participate and develop friendships and interests in school clubs, dances, and other functions. On-campus integration is the first step in community based instruction.

## **CBI Procedures**

### **Instructional Activities:**

1. Ensure each student has at least one IEP annual goal for community instruction.
2. Complete CBI Strategies Plan for each student participating in CBI. See procedures and plan forms.
3. Complete tasks analysis and discrepancy analysis for CBI instruction (including baseline data) and create modifications to increase student independence (Lesson Plan).
4. Create a data collection system for monitoring student progress in the community.
5. Plan routes and destinations with students as appropriate.
6. Create a weekly schedule to show where students and staff are going for ongoing instruction.

### **Procedural Activities:**

1. Create sign-out sheet for front office to show where, when, and with whom students are off-campus
2. Obtain signed permission slips from parent/guardian.
3. Create emergency bag for staff to include:
  - a. General plan for staff in case of emergency
  - b. First aid kit
  - c. Money for pay phone or cell phone
  - d. List of Workers Compensation Medical Facilities
  - e. Pictures and names and addresses of each student
  - f. Medical/behavioral information for students, if applicable
4. Train paraeducators regarding emergency procedures. Complete and sign documentation of training form.

## Expenditures/Funding/Reimbursement Procedures

### Funding for CBI and Transportation

1. How to purchase bus passes: (activity)
  - a. You can purchase bus passes at the following locations:
    - i. **In person: MTS Transit Store**: 1255 Imperial Avenue, Ste 100A, San Diego, CA 92101
    - ii. **Albertsons and select Vons stores - daily from 8 a.m. - 8 p.m**
    - iii. **Online: <https://compasscard.511sd.com/webtix/>**
  - b. Bus passes can be purchased with a P-Card or by following the reimbursement process if receipts are given.

You can use your CBI funds to purchase bus passes. There are two options to purchase passes; There are day passes or monthly passes. If you purchase monthly passes, it is expected that teachers create a system so that both youth and adult bus passes will be shared. Students under the age of 19, qualify for a youth pass. For example, one adult monthly pass and three student monthly passes can be shared. The passes are not assigned to students.

If you select to purchase, MTS disabled passes understand that they may only be used by students who are in possession of MTS Senior/Disabled/Medicare (S/D/M) ID. Persons using disabled passes and not in possession of a valid S/D/M ID will get ticketed by transit police.

**As a reminder ASB funds cannot be used to supplement the site's off campus CBI activities. Additionally, CBI funds cannot be used for fundraising or starting student led businesses.**

Refer to page 10 to get current documentation.

#### 2. Senior/Disabled/Medicare (S/D/M) ID Cards Procedure: (Activity)

The purpose of CBI is to promote lifelong independence. An appropriate CBI activity would be to support a student in securing a S/D/M Identification card, which will allow the student access to discounted monthly bus passes.

Below is the link to access the S/D/M process.

<https://www.sdmts.com/fares-passes/reduced-fares-and-passes>



## Reimbursements

***The following procedures must be followed for CBI reimbursements. Failure to follow the procedures below will result in your claim being denied and unpaid.***

1. CBI Expenses are **ONLY** to be made with **CASH**.  
**ATM/Credit/Debit cards are absolutely NOT ALLOWED.**
2. CBI Expenses **CANNOT** be made to purchase supplies for the classroom.

### **CBI Online Submission Procedures:**

Follow the procedures below to submit your Online Reimbursement report.

1. Complete the online CBI Expense Report in PeopleSoft, use the following link to help with the process

<https://www.sandi.net/staff/sites/default/files/link/staff/docs/special-education/Forms%20for%20Procedures%20Manual/CBI%20Report.Reimbursement%20Job%20Aid.pdf>

2. Check budget number for report with site personnel.
3. Submit your online CBI Expense Report online for approval. School administrator will approve the online report.
4. Print out a copy of your online CBI Expense Report.
5. Attach all of your original receipts to your printed copy of your online CBI Expense Report.
6. Copy CBI Expense Report and original receipts for your records. Maintain in CBI binder.
7. Send in district mail your printed copy of your online CBI Expense Report with the attached original receipts to Accounts Payable. Room 3209, SDCS Ed. Center.



## **CBI Funds VS ASB Funds:**

On campus funds generated by coffee carts, snack carts, and recycling are school based businesses that are clubs under the direction of the ASB and may not use CBI funds. If you have any questions about the appropriate use of CBI funds contact the school site administrator.

## Implementation

Multiple groups from the same campus may be involved in CBI at the same time, but it is recommended that the groups are in different community environments to maintain natural proportions.

**Personal vehicles are not to be used to transport students for CBI activities.**

### Record Keeping:

1. Create a system for keeping receipts for reimbursement.
2. Maintain a binder of all CBI related information in the classroom accessible to site administration. The binder shall minimally include:
  - Strategy Plans for each student
  - Weekly/Monthly Schedule
  - Task/discrepancy Analysis
  - Lesson Plans
  - Data Collection Sheets
  - Instruction Logs
  - Emergency Plan
  - Staff Emergency Procedures
  - Route Information
  - Permission Slips
  - Paraeducator training documentation/verification

## APPENDIX 1

### Guidelines for Completing CBI Strategies Plan

1. Complete school based information on the Strategies Plan Form
2. Identify CBI domain area(s) on the Strategies Plan Form
3. Identify Common Core State Standards/Connectors to be addressed. Check corresponding box and list grade level and corresponding task number (i.e., 10.1.4)
4. Indicate the number of students participating and their corresponding federal handicapping code (i.e., 2/MR, 3/AUT, etc.)
5. Describe planned activities that will support the content area with a brief explanation including who, what, when, where and how.
6. List the purpose of the funds. For example, Self Care/Independent Living you might write:
  - Purchase food items for weekly recipes
  - Transportation costs to purchase items
  - Purchase day/month pass for YMCA
  - Purchase bowling line

Be as specific as possible to avoid any confusion later in the year. If you have any questions pertaining to a specific activity, contact your Central Office Support.



## Community Based Instruction (CBI) Strategies Plan

Complete this plan and submit to: Site Administrator

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Ed. Specialist: \_\_\_\_\_

I intend to implement CBI strategies for the current school year and request district funds to support this implementation plan. The plan is as follows:

**CBI Domain:**    Academics                      Recreation/Leisure            Self Care/Independent  
                         Living Community              Self Advocacy                Communication  
                         Vocational

### Common Core State Standards:

ELA \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_

Common Core State Standards: <https://www.cde.ca.gov/re/cc/>

Next Generation Science Standards: <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

Number of students participating/federal handicapping code:

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Description of Activity #1: (Who, what, when, where, and how)	
Estimated Expenditure:\$	#Day/Monthly Pass
Date receipts provided:	Amount:
Description of Activity #2: (Who, what, when, where, and how)	
Estimated Expenditure:\$	#Day/Monthly Pass
Date receipts provided:	Amount:

Description of Activity #3: (Who, what, when, where, and how)	
Estimated Expenditure:\$	#Day/Monthly Pass

Date receipts provided:	Amount:
Description of Activity #4: (Who, what, when, where, and how)	
Estimated Expenditure:\$	#Day/Monthly Pass
Date receipts provided:	Amount:
Description of Activity #5: (Who, what, when, where, and how)	

Estimated Expenditure:\$	#Day/Monthly Pass
Date receipts provided:	Amount:

\_\_\_\_\_  
*Signature of Site Administrator/Date*

\_\_\_\_\_  
*Signature of Ed. Specialist/Date*

**Attach copies of CBI related Annual Goals for all students**



## APPENDIX 2

### SAMPLE PERMISSION SLIP

My permission is given for Michael Kane to participate in any community-based training program that may occur during the school year 2019-2020.

Student Name

I understand that:

1. Permission is valid for one school year at my son's/daughter's period of enrollment in Central High site for the school year 2019-2020.
2. These activities, planned by the responsible staff, are a significant part of the school curriculum and the student's IEP to further develop my son's/daughter's ability to participate effectively in the community.

The community-based activities will include:

1. Working at Ross
2. Shopping at Grocery Stores
3. Playing Basketball at Recreation Center
4. Riding the bus to the above locations

Michael Kane (Student Name) has my permission to participate in the above instructional activities.

**Sheri Kane**  
Signature of Parent or Guardian

09/10/2019  
Date



## Community-Based Instruction PERMISSION SLIP

My permission is given for \_\_\_\_\_ to participate in any community-based training program that may occur during the school year \_\_\_\_\_.  
Student Name

I understand that:

1. Permission is valid for one school year at my son's/daughter's period of enrollment in \_\_\_\_\_ site for the school year \_\_\_\_\_.
2. These activities, planned by the responsible staff, are a significant part of the school curriculum and the student's IEP to further develop my son's/daughter's ability to participate effectively in the community.

The community-based activities will include:

- 1.
- 2.
- 3.
- 4.

\_\_\_\_\_ (Student Name) has my permission to participate in the above instructional activities.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

## **APPENDIX 3**

### **CBI Basics Safety Procedures**

#### **Safety Procedures and Information**

All staff members must carry specific information and materials while in the community with students in a notebook.

- First-aid kit and first-aid procedure form
- Emergency plans for students
- Emergency plans for staff
- Students' health plan
- Take extra cash
- Predetermined methods of communication for emergencies.
- Key transit information such as phone numbers, schedules, routes and bus passes.
- School identification card
- Student Emergency Card
- Staff identification card
- School site business card
- Missing Person Poster (see appendix 4)
- CBI lesson plan
- Data sheets

Plan for the unplanned!

## APPENDIX 4

### MISSING PERSON POSTER

Call ( \_\_\_\_\_ )

This person  
has a  
disability  
and needs  
your help!

Please call  
above  
number if  
you have  
any  
information.

First		Last	
Address			
City		CA	Zip
Phone Number:			
Birth date		Age	

Missing Person information:

## APPENDIX 5

### Student Emergency Plan (Sample)

**If a student is:**

1. LOST
  - a. Call 911
  - b. Tell the police your name and location where the student was last seen.
  - c. Inform police that student has a disability.
  - d. Call the school/classroom/administration.
  
2. Transportation related issues; (wrong bus, didn't get off the bus/trolley, staff/student get seperated.)
  - a. Best practice make sure staff is the last one to get on the bus/trolley and off bus/trolley and stand at the entrance so door can not close)
  - b. Call transit to report the situation. (619) 595-4960
  - c. Call the school/ classroom/administration .
  
3. ILLNESS/INJURY
  - a. Asses the situation
  - b. Apply 1st aid (follow student health plan)
  - c. Call 911 if needed
  - d. Call the school/ classroom/administration
  
4. APPROACHED BY A STRANGER
  - a. Walk away
  - b. Stand with a group if possible
  - c. Alert the bus driver, security, or nearby business employee

## APPENDIX 6

### Staff Emergency Procedures for Independent/Group Mobility

The following procedure needs to be completed for each student and then signed off by all staff.

1. Student becomes lost:
2. Transportation issues:
3. Illness/Injury:
4. Approached by a stranger:

**Staff Completed training:**

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

These forms must be completed prior to student beginning CBI experiences.

## APPENDIX 7

### Lesson Samples Emergency Procedures and Safety

#### I. Introducing Emergency Plan

**Objective:** To prepare staff and students for possible emergencies while in the community.

**Materials/Preparation:** Chart paper, markers, emergency plan

- 1) Ask students to brainstorm possible emergencies that could occur in the community.  
Make sure they state:
  - a. Getting lost
  - b. Getting hurt or sick
  - c. Missing bus
  - d. Getting on the wrong bus
  - e. Being approached by a stranger
- 2) Distribute the emergency plan that will be carried by students while in the community.
- 3) Have students read each emergency and steps to take when the emergency occurs.
- 4) After the lesson, complete one of the following extension activities:
  - a. Students tell their neighbor three things they learned from the lesson
  - b. Break students into groups and make a poster for each emergency, detailing the steps to take to alleviate the emergency
  - c. Students make a small book, detailing each emergency and steps to take.

#### II. Role playing what to do in case of an emergency

**Objective:** To prepare staff and students for possible emergencies while in the community by acting out in role playing

**Materials/Preparation:** Inform staff members who will participate in role playing what their role is and what they need to say and do

##### Getting Lost

- 5) Teacher plays the student and another staff member plays a helper from the community (policeman, store clerk, etc)
- 6) “Student” act out the WRONG WAY to act in the community first
- 7) Teacher tells students that he/she is going to play a student who gets distracted in a video game store and gets separated from her group
- 8) Teacher will panic and start crying (WRONG WAY)
- 9) Teacher will stop role playing and ask students what she did wrong (student wasn’t

paying attention to group, panicked, didn't ask for help)

10) After discussing, the teacher will ask what she should do instead (stay calm, ask for help, use emergency plan for phone numbers).

11) Teacher asks for a student volunteer to act in the CORRECT WAY when getting lost in the community (teacher plays community helper while student acts as the student who gets lost) OR Have teacher and staff member act out correct way FIRST (teacher plays student, staff member plays community helper) and then have students volunteer to act out the correct way as well

\* REMEMBER! When using role playing in the classroom, always have the students act out the correct way ONLY! This will ensure that the students will perform appropriately in the community.

\* Lesson plan can be used for all the emergency procedures (this is useful to illustrate what to do when approached by a stranger)

### **III. Safety in the community**

**Objective:** To prepare staff and students on how to be safe while in the community

**Materials/Preparation:** Chart paper, markers, pictures of community symbols and safety signs (Do Not Enter, Exit, Do Not Walk, Crosswalk, etc)

- 1) Show pictures of symbols
- 2) Ask students to identify each symbol; elaborate or explain each sign if needed
- 3) After discussing symbols and signs, ask the students how they can use this information to be safe in the community (i.e. stopping and looking both ways before crossing the street, watching out for cars, using the crosswalk, etc.)
- 4) Follow-up activity:
  - a. Draw a poster to illustrate how to be safe in the community
  - b. Tell another classmate or staff what they learned
  - c. Have students write in journals about what they learned



## **CBI Basics Lesson Samples**

### **Lost Point**

**Objective:** To meet the teacher and group at a predetermined location and time in the community  
**Materials:** Timer (small), or for students that can tell time a watch and paper

#### **Steps: Classroom Preparation**

- 1.) Practice this skill in the classroom as many times as necessary. Tell students you want to prepare them to shop independently in the future and that if they're ever lost in the community, there should be a place they can go to reconnect with their group. Pick a spot in the classroom and call it "Lost Point". Ask students to make a sign with the word "Lost Point" on it and place it at your designated location.
- 2.) Give each student a watch, timer, or a combination of the two depending on your class. Set the timer or write down the time you want them to meet you at Lost Point on a piece of paper. First, set the timer for only a few minutes.
- 3.) Let students know when the timer goes off or when it's time, you expect them to meet you at Lost Point.
- 4.) Allow students some free-time. You may need to remind them when it's time to meet you at your classroom, Lost Point.
- 5.) Repeat often, increasing the time spent before they need to meet you.

#### **Steps: Community**

- 1.) Pick a community spot that you visit regularly
- 2.) Pick a spot in the store that's easy to find (by a cash register, in the produce section)
- 3.) Let students know this is like the Lost Point activity in class
- 4.) Give each student a watch or timer and write down the time you want them to meet you. Keep the students in a small group.
- 5.) Let students travel through the store independently; however, you should follow students at a distance. Make sure the group stays together. Depending on your group, you may want to walk around the store with them at first to see if students remember to return at the designated time.
- 6.) There are many variations to this activity. As students' progress, you can send them alone or with a friend while visiting different community locations. The grocery store is a good place to start as you can send students with a grocery list.

## APPENDIX 8

### Sample Student Locator Record

**Note: Before leaving the campus, this form must be completed and given to the office staff as identified by the site administrator**

**Date:**

02/21/2019

**Classroom:**

Room 135

**Staff Participating in this CBI activity:**

Kathy Smith

**Students participating in this CBI activity:**

1. Becky Flower
2. Tom Elliot
3. Steven Johnson

**Community/Location/Site:**

Clairemont Square-Von's

**Transportation (circle one):** Walking    Bus                    Trolley    Train/Coaster

**Location /Site/Staff Phone numbers:**

619-555-1234

**Time Out:**

9:30 am

**Estimated Time Back to School:**

1:30 pm



## Student Locator Record

**Note: This form must be filled out and given to the attendance secretary before leaving the campus.**

**Date:**

**Classroom:**

**Staff Participating in this CBI activity:**

**Students participating in this CBI activity:**

- 1.
- 2.
- 3.

**Community/Location/Site:**

**Transportation (circle one):** Walking    Bus    Trolley    Train/Coaster

**Location /Site/Staff Phone numbers:**

**Time Out:**

**Estimated Time Back to School:**

These forms must be completed prior to student beginning CBI experience.

## APPENDIX 9

### Sample Paraeducator Training Log

Trainer: Joe Staples

Trainee: Kathy Smith

Date	Procedures	Paraeducator Signature
9/9/19	Trained Kathy regarding Mary Jones' goal on grocery shopping. Went over the data sheet in detail.	
9/13/19	Trained Kathy on Mary Jones' data sheet for ordering lunch.	
9/16/19	Trained on student emergency plan (Mary Jones, Jesus Morales)	
9/18/19	Went over data analysis sheet for riding the bus	

## Paraeducator Training Log

Trainer: \_\_\_\_\_ Trainee: \_\_\_\_\_

Date	Procedures	Paraeducator Signature