**Educational History**

The **Educational History** section includes a review of [Insert Name]'s school enrollment history, academic performance, attendance, discipline, and the use of interventions. Information was gathered through parent/guardian interviews, school records, and data from the student's current and previous educational settings.

**Enrollment History**  
[Insert Name] is currently enrolled at **[Insert School Name]** in **[Insert Grade]**. Records indicate that [he/she/they] began attending this school on **[Insert Date]**.

* **Previous School(s)**:
  + ☐ [Insert Name] attended **[Insert Previous School Name]** from **[Insert Date] to [Insert Date]**.
  + ☐ Information regarding [Insert Name]'s previous educational settings is not available.
* **Enrollment Status**:
  + ☐ Continuous enrollment with no significant breaks.
  + ☐ History of school transfers or changes in educational settings, including transfers from **[Insert Previous School or District]** on **[Insert Date]**.

**Academic Records**  
A review of academic records, including report cards, progress reports, and district systems (e.g., Skyward), reveals the following:

* **Grades**: Academic performance is described as **[Insert Description: e.g., consistent, variable, declining, etc.]** based on grades from **[Insert Date Range]**.
* **Performance by Subject**: [Insert Name] demonstrates strengths in **[list subject areas]** and challenges in **[list subject areas]**.
* **Grade Retention**:
  + ☐ No history of grade retention.
  + ☐ [Insert Name] was retained in **[Insert Grade Level]**.

**Attendance History**  
Attendance records from **[Insert Date Range]** were reviewed to identify any patterns of absenteeism or tardiness that may impact academic progress.

* **Attendance Patterns**:
  + ☐ Attendance is within expected limits.
  + ☐ Attendance concerns are noted, with **[Insert #]** unexcused absences and **[Insert #]** tardies from **[Insert Date Range]**.
  + ☐ Attendance data from the previous district was not available for review.

**Discipline History**  
A review of disciplinary records from the student information system (e.g., Skyward) reveals the following information regarding behavior-related incidents.

* **Discipline Incidents**:
  + ☐ No reported incidents of disciplinary action.
  + ☐ Reported disciplinary actions include **[list actions such as ISS, OSS, teacher-managed interventions, etc.]** from **[Insert Date Range]**.
* **Behavioral Patterns**:
  + [Insert Name] demonstrates **[Insert Description of Behavior: e.g., consistent, episodic, resolved, etc.]** behavioral patterns.
  + **Frequency of Incidents**: [Insert Number] incidents occurred during the **[Insert Date Range]** review period.

**Intervention History**  
Information regarding supplemental interventions was gathered from school records, parent/guardian interviews, and previous district documentation.

* **Intervention Status**:
  + ☐ School records indicate that [Insert Name] **did/did not** receive research-based interventions for academic or behavioral challenges.
  + ☐ Information regarding interventions was **not received** from [Insert Name]'s previous school or district.
* **Guardian Input**:
  + On **[Insert Date]**, [Insert Name]'s guardian reported that [Insert Name] received supplemental intervention in **[Insert Subject or Area]** from **[Insert Date] to [Insert Date]**.
  + The guardian described the intervention as **[Insert Description of Intervention]**.
  + The guardian reported that this intervention resulted in **[Insert Description: e.g., progress, no progress, inconsistent progress, etc.]**, according to progress monitoring data.

**Summary of Educational History**  
A review of [Insert Name]'s educational history, including enrollment, academic performance, attendance, discipline, and interventions, provides insight into [his/her/their] learning experiences. This information will be used to support the **Admission, Review, and Dismissal (ARD) Committee** in determining eligibility for special education services and the development of an appropriate educational program.

**AI Prompt for Legally Defensible Narrative**

Here’s a **concise, clear AI prompt** to convert the template above into a formal, legally defensible narrative for an FIE.

**Prompt:**  
"Generate a legally defensible narrative for the 'Educational History' section of a Full and Individual Evaluation (FIE). The narrative should summarize the student's enrollment, grades, attendance, discipline, and intervention history. Use clear, objective language, and ensure the student's name is used instead of 'the student.' Include all relevant data from district records, parent/guardian input, and review of previous educational settings. Ensure the final output is clear, formal, and legally defensible in alignment with IDEA and Texas Education Agency (TEA) guidelines."

**Example of AI-Generated Narrative (Concise Version)**

Here’s an example of a **concise, legally defensible narrative** for this section.

**Educational History**

The **Educational History** section provides a review of [Insert Name]'s enrollment, academic records, attendance, discipline, and intervention history. Information was gathered from parent/guardian interviews, school records, and data from previous educational settings.

**Enrollment History**  
[Insert Name] is currently enrolled at **[Insert School Name]** in **[Insert Grade]**. [He/She/They] began attending this school on **[Insert Date]**. Prior to this, [Insert Name] attended **[Insert Previous School Name]** from **[Insert Date] to [Insert Date]**. There were no significant breaks in enrollment.

**Academic Records**  
A review of academic records, including report cards and progress reports, indicates that [Insert Name]'s academic performance is described as **[consistent, variable, declining, etc.]**. [He/She/They] demonstrates strengths in **[list subject areas]** and faces challenges in **[list subject areas]**. There is **no record of grade retention**.

**Attendance History**  
Attendance records from **[Insert Date Range]** indicate that [Insert Name] has maintained an attendance rate of **[Insert %]**, with **[Insert #]** unexcused absences and **[Insert #]** tardies during this period. Attendance data from the previous district was **not available for review/available for review**.

**Discipline History**  
A review of discipline records indicates that [Insert Name] has **no/some** disciplinary incidents recorded during the review period from **[Insert Date Range]**. [Insert Name]’s behavioral patterns are described as **[consistent, episodic, resolved, etc.]**. Specific incidents include **[list of incidents if applicable]**.

**Intervention History**  
School records indicate that [Insert Name] **did/did not** receive supplemental research-based interventions. Documentation from [Insert Name]'s previous school was **not available/available**. On **[Insert Date]**, [Insert Name]'s guardian reported that [he/she/they] received intervention for **[Insert Subject]** from **[Insert Date to Date]**. The guardian noted that the intervention was described as **[Insert Description]** and reported **[progress, no progress, or variable progress]** based on data collected.

**Summary of Educational History**  
A review of [Insert Name]'s educational history, including enrollment, academic records, attendance, discipline, and interventions, provides insight into [his/her/their] learning experiences. This information will support the **Admission, Review, and Dismissal (ARD) Committee** in determining eligibility for special education services and the development of an appropriate educational program.

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Summarizes enrollment, academic performance, attendance, discipline, and intervention history to support ARD/IEP decision-making.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legally Defensible** |
| --- | --- | --- |
| **Enrollment Info** | Unclear format | Clear subcategories for **Current School, Previous School, and Enrollment Status**. |
| **Attendance** | Informal language | Included **attendance patterns** and **rate of unexcused absences**. |
| **Discipline** | Limited info | Added clarity on **incidents, behavior patterns, and teacher-managed interventions**. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Compliance Language** | No mention of IDEA | Tied the process to **IDEA guidelines** for legal defensibility. |
| **Data-Driven Language** | Vague descriptions | Used data-backed language such as "guardian reports" and "records indicate." |