

Specially Designed Instruction (SDI)

SDI describes the types of unique instructional services needed by a child or youth with a disability to accomplish their IEP goals and objectives. These services include accommodations, modifications, along with SDI options such as: adaptations in instructional methods, materials, techniques, media, physical setting, or environment. These services are not ordinarily used with most children or youth of a given age or grade level, but are needed in order for a child or youth with a disability to accomplish their IEP goals and objectives.

The following academic and functional areas have suggestions of what SDI a regular education teacher or intervention specialist might provide the student and what accommodations or modifications might also be necessary to provide the student for he/she to be successful in the academic content area or skill.

Academic Areas and Functional Skill	Page
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COMMUNICATION: Nonverbal

SDI

- Instruction of signed English
- Cued Speech
- System of least prompts
- Graduated guidance
- Visual, written, picture prompts/cues
- Instruction of American Sign Language (ASL)
- Computer assisted instruction

ACCOMMODATIONS or MODIFICATIONS

- ◇ Communication boards/books/cards
- ◇ Communication boards/books/cards
- ◇ Picture based communication
- ◇ Switch activated devices
- ◇ Augmentative communication systems
- ◇ High technology communication devices
- ◇ Dynamic screen
- ◇ Switch accessible
- ◇ Scan accessible
- ◇ Educational interpreter
- ◇ American Sign Language (ASL)
- ◇ Communication systems
- ◇ Assistive technology

COMMUNICATION; Listening Comprehension

SDI

- Modeling
- Chunking
- Written prompts
- Pre-view – teach – review
- Outline Skills
- Teach note taking/identification of relevant information
- Repeat what is heard (student)
- Visual prompts/cues
- Paraphrasing / summarizing
- Mnemonic strategies

ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow wait time
- ◇ Previewing questions
- ◇ Preferential seating
- ◇ Outline skills
- ◇ Paraphrasing (student or teacher)
- ◇ Slow rate of presentation
- ◇ Advance organizer
- ◇ Short statements / to the point (avoid use of abstract language)
- ◇ Adequate voice volume
- ◇ Frequent comprehension checks
- ◇ Note taking
- ◇ Reduce noise level
- ◇ Rephrase / simplify
- ◇ Repeat phrases
- ◇ Visual aids
- ◇ Assistive technology

COMMUNICATION: Oral Expression

SDI

- Modeling (peer/teacher)
- Verbal, picture, visual, written prompts/cues
- Guided repetition
- Rehearsal, use of scripts
- Time Delay Strategies
- Sentence Strips (sentence builders)
- Role playing

ACCOMMODATIONS or MODIFICATIONS

- ◇ Extended response time
- ◇ Written as opposed to oral tests
- ◇ Preferential seating
- ◇ Structured environment
- ◇ Oral reading on volunteer basis
- ◇ Rehearsal, use of scripts
- ◇ Substitute display for oral report
- ◇ Sufficient wait time for student to begin responding
- ◇ Tape recorder
- ◇ Sentence strips
- ◇ Assistive technology

COMMUNICATION: Voice

SDI

- Model
- Vocal practice
- Social stories
- Self monitoring techniques
- Visualization techniques
- Relaxation exercises (i.e. yawn-sign)
- Visual prompts/cues
- Role playing
- Tactile stimulation
- Digital manipulation
- Direct teaching of replacement behaviors

ACCOMMODATIONS or MODIFICATIONS

- ◇ Behavior management plan
- ◇ Limit amount of talking time
- ◇ Develop signal system so student will know when abusive patterns are being used
- ◇ Control environment to eliminate opportunities for vocal abuse
- ◇ Tape recorder
- ◇ Assistive technology

COMMUNICATION: Fluency

SDI

- Modeling
- Starter techniques
- Relaxation techniques
- Auditory cues
- Chunking of words or sentences
- Easy onset
- Prolongation
- Breathing techniques
- Counseling techniques
- Role playing
- Tactile cues
- Self-monitoring techniques
- Visualization
- Choral reading
- Choral speaking

ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow adequate response time
- ◇ Allow wait time
- ◇ Allow student to speak first in oral group situations
- ◇ Group presentations instead of individual
- ◇ Peer buddy
- ◇ Modeling
- ◇ Calming techniques
- ◇ Only call on student to answer questions when student volunteers
- ◇ Chunking
- ◇ Assistive technology
- ◇ Assistance with speaking tasks

COMMUNICATION: Receptive Language

SDI

- Visual, written, picture prompts/cues
- Modeling
- System of least prompts
- Simultaneous prompting
- Time delay
- Verbal cues
- Verbal rehearsal
- Visualization
- Cloze procedures
- Direct instruction
- Auditory bombardment of language targets
- Verbal repetition
- Mnemonic strategies

ACCOMMODATIONS or MODIFICATIONS

- ◇ Preferential seating
- ◇ State restate directions (repeat directions)
- ◇ Speak with slow rate of speech
- ◇ Keep directions simple
- ◇ Use gestures and visual cues
- ◇ Rephrase directions
- ◇ Establish routine to obtain student attention
- ◇ Use picture schedule
- ◇ Use picture cues

- ◇ Sentence strips – (sentence builders)
- ◇ Tape recorder
- ◇ Simplify directions
- ◇ Paraphrase directions

COMMUNICATION: Pragmatics

SDI

- Social scripts
- Social stories
- Written prompts
- Role playing
- Modeling
- Verbal prompts
- Guided responding
- Environmental prompts
- Chaining
- Shaping
- Video self modeling

ACCOMMODATIONS or MODIFICATIONS

- ◇ Monitor and provide feedback
- ◇ Peer buddy monitoring
- ◇ Providing / addressing sensory issues
- ◇ Provide opportunities for: turn taking, initiating/terminating conversation, commenting, asking questions
- ◇ Sensory diet
- ◇ Assistive technology

COMMUNICATION: Articulation /Phonology

SDI

- Auditory Discrimination Training
- Modeling
- Mirror training
- Oral motor exercise
- Visual prompts
- Repetitive drill / trials
- Touch prompts/cues
- Time Delay

- Minimal pair drills
- Auditory bombardment
- Guided Rehearsal
- Phoneme placement cues
- Tactile prompts/cues
- Visual prompts/cues
- Discrete phoneme production training
- Oral motor desensitization/stimulation
- Cued Speech
- Oral prompts
- Vocal Practice
- Verbal Rehearsal
- Phonemic Awareness Training
- Direct instruction
- Closed Set Training
- Open Set Training

ACCOMMODATIONS or MODIFICATIONS

- ◇ Allow adequate response time
- ◇ Allow appropriate wait time
- ◇ Provide correct speech samples
- ◇ Model correct speech patterns when student makes incorrect speech patterns
- ◇ Tape recorder
- ◇ Assistive technology
- ◇ Educational Interpreter-Signed English
- ◇ Educational Interpreter-Conceptually Correct English
- ◇ Educational Interpreter-Pigeon English
- ◇ Previewing questions
- ◇ Preferential seating
- ◇ Outline skills
- ◇ Paraphrasing
- ◇ Short statements (eliminate abstract language)
- ◇ Adequate voice volume
- ◇ Frequent comprehension checks
- ◇ Reduce noise level
- ◇ Repeat directions
- ◇ Picture cues
- ◇ Content-based vocabulary
- ◇ Personal directory
- ◇ Color-coded: key words
- ◇ Structured environment
- ◇ Computer support
- ◇ Monitor and provide feedback (oral, signed, etc.)
- ◇ Step-by-step instructions

ACADEMICS: Basic Reading

SDI

- Phonemic Awareness Training
- Decoding Strategies
- Blending with Visual Prompts
- Use of Decodable Texts
- Time Delay
- Repeated Reading
- Chunking
- Modeling
- Compare / contrast strategy
- Direct Instruction
- Model-Lead-Test
- Meta Linguistics
- Picture prompts/cues
- Multi-sensory teaching strategies
- Choral reading
- Paired reading
- Neurological impress
- Echo reading

ACCOMMODATIONS or MODIFICATIONS

- ◇ Student should read aloud
- ◇ Extended time
- ◇ Large print
- ◇ Highlighted material
- ◇ Tachistoscope
- ◇ Braille
- ◇ Oral presentation of materials
- ◇ Assistive technology

ACADEMICS: Reading Comprehension

SDI

- Graphic organizers
- Modeling
- "Cloze" procedures
- Anticipation guides
- Mnemonic strategies
- Advance organizers

- Visual prompts
- Pre-teaching concepts / vocabulary
- K-W-L strategy
- Verbal summarization
- Open-ended stories
- Recorded books with appropriate pacing
- QAR – question, answer, response
- Insert strategy
- Choral Reading
- Paired Reading
- Neurological Impress
- Echo Reading

ACCOMMODATIONS or MODIFICATIONS

- ◇ Taped materials
- ◇ Highlighting
- ◇ Large print
- ◇ Braille
- ◇ Use of reader
- ◇ Paraphrasing
- ◇ Oral presentation of materials
- ◇ Assistive technology
- ◇ Advance organizers

ACADEMICS: Written Language

SDI

- Tracing handwriting
- Picture prompts
- Visual, physical prompts/cues
- Modeling
- Repetitive Practice
- Guided practice
- Small group instruction
- System of least prompts
- Graphic organizers
- Tactile kinesthetic tracing
- Direct instruction
- Mnemonic strategies
- Error monitoring/self-monitoring/editing
- Prewriting activities
- Mnemonic strategies
- Computer assisted instruction

ACCOMMODATIONS or MODIFICATIONS

- ◇ Modified tests and assignments
- ◇ Copies of overheads (directions, notes, etc.)
- ◇ Large print materials
- ◇ Finish task in alternate setting
- ◇ Story starters – prewriting and composition
- ◇ Scripted writing task – scaffolding
- ◇ Preferential seating for board work
- ◇ Highlighting
- ◇ Color coded direction words
- ◇ Student paraphrasing of directions
- ◇ Raised line paper
- ◇ Paragraph with Cloze procedures
- ◇ Oral response to test questions
- ◇ Scribe
- ◇ Tape recorder to talk into/write from
- ◇ Pencil grips
- ◇ Brisk pacing in presentation
- ◇ Advance organizers
- ◇ Prewriting
- ◇ Assistive technology
- ◇ Allow test retaking

ACADEMICS: Math (Math Calculation and Reasoning)

SDI

- Direct Instruction
- Multi-sensory teaching strategies
- Next dollar
- Time delay
- Most to least prompts
- Modeling
- Guided practice
- Mnemonic strategies
- Chunking
- Word problem strategies
- Small group instruction
- Touch five coin counting strategy
- Visual, picture, written prompts/cues
- Model-Lead-Test
- Repetitive practice

ACCOMMODATIONS or MODIFICATIONS

- ◇ Modified tests/assignments
- ◇ Note taking (photocopies)
- ◇ Extended time
- ◇ Graph paper / vertical lined paper
- ◇ Manipulatives
- ◇ Calculator
- ◇ Use of a number line
- ◇ Study guides
- ◇ Peer buddy / peer tutoring
- ◇ Repetitive practice
- ◇ Practice and use of a calculator
- ◇ Oral presentation of materials/assessments
- ◇ Assistive technology
- ◇ Advance organizers

VOCATIONAL: Task Completion/On Task

SDI

- Modeling
- Partial participation
- Self-talk
- Video self modeling
- Differential reinforcement
- Self-monitoring/evaluation
- Task analysis (student)
- Ecological inventory
- Graphic organizer
- System of least prompts
- Simultaneous prompting
- Cueing (verbal, nonverbal, visual, picture, photo, etc.)

ACCOMMODATIONS OR MODIFICATIONS

- ◇ Modified tests/assignments
- ◇ Use of timer
- ◇ Dual set of materials for school and home
- ◇ Paraphrasing
- ◇ Extended time
- ◇ Rubric
- ◇ Peer tutor
- ◇ Mentors
- ◇ Oral presentation of materials

- ◇ Redirection/corrective feedback
- ◇ Behavior contract
- ◇ Environmental modifications
- ◇ Assistive technology
- ◇ Work systems

VOCATIONAL: Follow Directions

SDI

- Task analysis
- Self monitoring
- Verbal prompts or cues
- Differential reinforcement
- System of least prompts
- Role playing
- Modeling
- Self-talk
- Time delay
- Mnemonics
- Advance organizers
- Video self modeling

MODIFICATIONS

- ◇ Paraphrase
- ◇ Endless loop tape
- ◇ Alternate modes for giving directions (pictures, photos, etc.)
- ◇ Contracts
- ◇ Oral presentation of materials
- ◇ Visual supports
- ◇ Assistive technology

VOCATIONAL: Rate/Speed Work

SDI

- Direct instruction
- Verbal prompts
- Self monitoring
- Differential reinforcement
- Role playing
- Modeling

ACCOMMODATIONS or MODIFICATIONS

- ◇ Timer
- ◇ Schedule
- ◇ Checklist
- ◇ Pictorial representation of task
- ◇ Audio stimulation to support rhythmic pace
- ◇ Repeated practice
- ◇ Work systems
- ◇ Assistive technology

VOCATIONAL: Follow Schedule

SDI

- Direct instruction
- Graduated guidance
- Picture agenda
- Task analysis
- Verbal practice/prompts
- Repeated practice
- Modeling
- Role playing
- System of least prompts

ACCOMMODATIONS or MODIFICATIONS

- ◇ Color coding
- ◇ Highlighting
- ◇ Timer
- ◇ Map
- ◇ Picture schedules
- ◇ Object schedules
- ◇ Picture agenda
- ◇ Repeated practice

VOCATIONAL: Attendance

SDI

- Differential reinforcement
- Token economy
- Verbal prompts/cues
- Visual Prompts

ACCOMMODATIONS or MODIFICATIONS

- ◇ Contracts
- ◇ Escort to class
- ◇ Proximity to classroom
- ◇ Alternate dismissal

VOCATIONAL: Working Independently

SDI

- Graduated guidance
- Differential reinforcement
- Verbal prompts/cues
- Task analysis

ACCOMMODATIONS or MODIFICATIONS

- ◇ Shortened assignment
- ◇ Study Carrel
- ◇ Alternate environment
- ◇ Work systems

VOCATIONAL: Decision Making

SDI

- Self-talk
- Mnemonic Strategies
- Role playing
- Modeling
- Visual prompts/cues
- Direct instruction
- Social stories
- Verbal prompts/cues

ACCOMMODATIONS or MODIFICATIONS

- ◇ Pictures
- ◇ Assistive Technology

VOCATIONAL: Self-Evaluation

SDI

- Error monitoring
- Modeling
- Task analysis
- Self monitoring
- Mnemonic strategies
- Video Self Modeling
- Visual prompts/cues

ACCOMMODATIONS or MODIFICATIONS

- ◇ Pictures
- ◇ Work systems
- ◇ Rubric
- ◇ Progress graph
- ◇ Checklists
- ◇ Peer editing

VOCATIONAL: SOCIAL COMPETENCE

SDI

- Differential reinforcement
- Corrective feedback with Re-teaching
- Student repeats directions/paraphrases
- Student study teams
- Planned ignoring
- Behavior Intervention Plan
- Direct teaching of replacement behaviors
- Explicit Social Skill Instruction
- Modeling
- Role plays
- Visual, written, vocal prompts/cues
- Social Stories
- De-escalation strategies
- Relaxation strategies
- Direct instruction

ACCOMMODATIONS or MODIFICATIONS

- ◇ Frequent, positive feedback/specific praise
- ◇ Daily/weekly home contact
- ◇ Contracts
- ◇ Student created reinforcement menu
- ◇ Sequential directions
- ◇ Short, concise directions
- ◇ Frequent breaks
- ◇ Provide opportunity for movement
- ◇ Signal, inference cues
- ◇ Proximity control
- ◇ Structured transitions
- ◇ Use of a timer
- ◇ Reinforcement menu
- ◇ Peer tutor/buddy

VOCATIONAL: PHYSICAL FUNCTIONING

SDI

- Differential reinforcement
- Corrective feedback with Re-teaching
- Student repeats directions/paraphrases
- Direct Instruction
- Hand-over-hand guidance
- Modeling
- One-on-one instruction
- Redirection
- Self-instruction
- Self-monitoring
- Self-talk
- Small group instruction
- System of least prompts
- Verbal prompts
- Video Self-Modeling
- Visualization
- Visual, written, vocal, physical prompts/cues
- Social stories

ACCOMMODATIONS or MODIFICATIONS

- ◇ Partial participation
- ◇ Modified equipment
- ◇ Modified rules

- ◇ Modified tests, activities and assignments
- ◇ Extended time
- ◇ Peer tutor
- ◇ Shorter distances
- ◇ Decrease level of difficulty
- ◇ Extra practice of skills
- ◇ Lower goal/target/net
- ◇ Alternate activities
- ◇ Adapt playing area (smaller, obstacles, removed)
- ◇ Use well-defined boundaries
- ◇ Larger goal/target
- ◇ Larger/lighter bat, racquet
- ◇ Provide frequent rest periods
- ◇ Lengthen the time
- ◇ Shorten the time
- ◇ Slow the activity pace
- ◇ Assistive technology

Accommodations and Modifications

Accommodations

An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided during classroom instruction and assessments must also be provided during state assessments, if permitted.

- Change **how** a child learns or accesses the curriculum
- Change the way materials are presented
- Change the way a student can respond
- Allow students with disabilities the opportunity to complete the same curricular activities as peers
- Keep intact the objectives of the content or activity
- Enable the student to bypass the effects of the disability
- Help remove barriers

Modifications

Modifications are changes to course content, required work, or instructional level. They change the learning goal for an individual student and are used when the general curriculum is too advanced for a student. Modifications usually involve changing an assignment or objective.

- Change **what** a child is taught or expected to do in school
- Individualizes changes made to the content and performance expectations for students
- Change the **complexity** level of information
- Modify the course or activities/objectives to meet the needs of the learner
- Allow a student with a more significant learning need to experience the same curriculum as his or her peers, but with different learning outcomes
- Utilizes different grading criteria and/or credits received compared to peers

IEP



Dear Parent:

The U.S. Department of Education requires the Indiana Department of Education-Office of Special Education (IDOE) to find out if parents of students with disabilities think the school encourages them and makes it easy for them to be involved in their child's education program. Our records indicate that you are the parent of a student who received special education services during the 2014-2015 school year, and IDOE is asking for your help in completing an important survey.

Beginning in January 2015, parents will be asked to complete the survey immediately after the annual case conference committee meeting instead of at the end of the school year. If you are/were unable to complete the survey at the school after the case conference committee meeting or if your child's annual case conference committee meeting occurred earlier this year, you still have an opportunity to complete the survey.

The survey is easy to complete and will take no more than ten minutes of your time. You will answer various items regarding your experience in working with school staff and about the special education services your child has received. All survey responses are confidential, and no individual information is disclosed. Your responses will be combined with the responses from other parents in your school corporation, and a summary of the results will be provided to the school corporation and to IDOE at the end of the school year. We sincerely hope that you will complete the survey as soon as possible.

You have two options for responding to the survey:

1. **Online** – complete the web-based version of the survey at:
<http://form.jotformpro.com/form/42805655713962>
2. **Paper version** – you can request a paper version from:
Christina Furbee at cfurbee@doe.in.gov or 317-232-9142

If you do not have access to a computer or to the internet, the school will help arrange access for you.

Please remember, if you have more than one child receiving special education services, you will be asked to complete one survey per child after the annual case conference.

If you have any questions please do not hesitate to contact me, and thank you in advance for taking the time to complete the survey.

Regards,

Christina Furbee

Christina Furbee
Special Education Specialist
Indiana Department of Education
Office of Special Education



Indiana
Department of Education

Estimados padres :

El Departamento de Educación de Estados Unidos requiere que el Departamento de Educación - Oficina de Educación Especial (IDOE) de Indiana para averiguar si los padres de los estudiantes con discapacidad piensan que la escuela les anima y hace que sea fácil para ellos participar en el programa de educación de sus hijos. Nuestros registros indican que usted es el padre de un estudiante que recibe servicios de educación especial durante el año escolar 2015-2016, y IDOE está pidiendo su ayuda en la realización de una importante encuesta.

La encuesta es fácil de completar y tomará no más de diez minutos de su tiempo. Usted responderá varios artículos con respecto a su experiencia en el trabajo con el personal de la escuela y de los servicios de educación especial que su hijo ha recibido. Todas las respuestas a la encuesta son confidenciales, y no se revele información concreta. Sus respuestas se combinarán con las respuestas de otros padres en su corporación de la escuela, y un resumen de los resultados se presentarán a la corporación de la escuela y para IDOE al final del año escolar. Esperamos sinceramente que usted complete la encuesta lo antes posible.

Usted tiene dos opciones para responder a la encuesta:

1. Línea - completar la versión basada en web de la encuesta en:

<http://form.jotformpro.com/form/42805655713962>

2. Versión papel - puede solicitar una versión en papel de:

Christina Furbee en cfurbee@doe.in.gov o 317-232-9142

Si usted no tiene acceso a una computadora o al Internet, la escuela le ayudará a organizar el acceso para usted.

Por favor, recuerde, si usted tiene más de un niño que recibe servicios de educación especial, se le pedirá completar una encuesta por niño después de la conferencia anual de caso.

Si usted tiene alguna pregunta por favor no dude en ponerse en contacto conmigo, y gracias de antemano por tomarse el tiempo para completar la encuesta.

Saludos,

Christina Furbee

Christina Furbee
Special Education Specialist
Indiana Department of Education
Office of Special Education

**INDIANA DEPARTMENT OF EDUCATION
NOTICE OF PROCEDURAL SAFEGUARDS
INCLUDING ANNUAL NOTICE FOR MEDICAID CONSENT
Effective July 1, 2013**

As the parent of a child who has or may have a disability, the federal and state laws give you certain rights – called procedural safeguards. If you would like a more detailed explanation of these rights, you should contact the principal of your child's school, a school administrator, your local special education director, or any of the resources listed on the last page of this notice of procedural safeguards (from this point forward referred to as the Notice). You may also contact the Indiana Department of Education, Office of Special Education, 115 West Washington Street, South Tower #600, Indianapolis, IN 46204; (317) 232-0570 or toll free at (877) 851-4106. This Notice makes reference to the **Division** which means the Division (now called Office) of Special Education within the Indiana Department of Education.

A copy of this Notice must be given to parents once each year and upon:

- Initial referral or parent's request for evaluation;
- Filing of the first complaint during the school year;
- Filing of the first due process hearing during the school year;
- The date the school decides to take disciplinary action that constitutes a change of placement, including removal to an interim alternative educational setting for weapons, drugs, or serious bodily injury; and
- Parent's request.

You may choose to receive the Notice by electronic mail communication if the school makes that option available.

Special Education Terms

Article 7 means Indiana's special education regulations that are found in the Indiana Administrative Code (IAC) at 511 IAC 7-32 through 7-47.

Case Conference Committee (CCC) is a group comprised of school personnel and the student's parents that is responsible for determining the student's eligibility for special education and related services and developing and reviewing the student's individualized education program (IEP).

Day means a calendar day unless specifically indicated as a school, instructional or business or day.

Free Appropriate Public Education (FAPE) means special education and related services that:

- Are provided under public school supervision and at no cost to the parent;
- Meet the standards of the Indiana Department of Education (the IDOE);
- Include early childhood (preschool), elementary, and secondary education;
- Are provided in accordance with the student's IEP; and
- Include earning course credits and a diploma for academic requirements to the same extent the credit is awarded to students without disabilities.

IDEA means the Individuals with Disabilities Education Improvement Act and includes the federal law and regulations governing special education.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised by the CCC describing how the student will access the general education curriculum (if appropriate) and the special education and related services to be provided. A **Transition IEP** is an IEP developed for a student who will turn 14 or enter the 9th grade during the time the IEP is in effect.

Student with a Disability means a student who has been evaluated in accordance with Article 7 and determined by the case conference committee to be eligible for special education and related services. Each student with a disability who is enrolled in public school is entitled to a free appropriate public education.

Both you and the school share a role in your child's education. If there are issues or concerns about your child's education, you and your child's teacher should discuss them. We urge you to be actively involved in your child's education.

WRITTEN NOTICE

The school must give you *written notice* when it:

- Proposes to initiate or change the identification, evaluation, special education placement or anything related to providing a FAPE to your child; or
- Refuses to initiate or change the identification, evaluation, special education placement or anything related to providing a FAPE to your child.

This means the school must give you written notice when it proposes or refuses:

- To conduct an initial evaluation;
- To conduct a reevaluation;
- To determine/identify a child's initial eligibility; or
- To change something in your child's IEP, such as educational placement, special education or related services, or anything related to the provision of a FAPE.

Notices¹ and Timelines

The **Notice of Initial Evaluation** and **Notice of Reevaluation** must include:

- A statement that the school is proposing or refusing to conduct the initial evaluation or reevaluation;
- A description of each evaluation procedure, assessment, record, or report the school used as the basis for its proposed or refused action;
- A description of other factors relevant to the school's proposal or refusal to conduct the initial evaluation or reevaluation;
- If proposing to conduct an initial evaluation –
 - A description of any evaluation procedures the school proposes to conduct
 - The timeline for conducting the evaluation and convening the CCC meeting
 - An explanation of how to obtain a copy of the evaluation report, at no cost, at least five (5) school days prior to the initial CCC meeting and
 - An explanation of how to request a meeting with someone who can explain the results of the evaluation at least five (5) school days prior to the initial CCC meeting;
- If proposing to conduct a reevaluation –
 - A description of the reevaluation process and
 - The timeline for conducting the reevaluation and convening the CCC meeting;
- If refusing to conduct the initial evaluation or reevaluation, an explanation of your right to contest the school's decision by requesting mediation or a due process hearing;
- A statement that the parent of a student with a disability has protection under the procedural safeguard provision of 511 IAC 7-37-1; and
- A list of sources for parents to contact for assistance in understanding Article 7.

Timeline: The **Notice of Initial Evaluation** and **Notice of Reevaluation** must be received by the parent within 10 school days of the date the school receives the parent's request for an evaluation.

¹ The actual names of these written notices may differ from one school corporation or charter school to another.

For initial educational evaluations, the **Notice of Initial Findings and Proposed Action** must include:

- A description and overall findings of each evaluation, procedure, assessment, record, or report the school used as the basis for the proposed initial eligibility;
- A description of the proposed eligibility; and
- An explanation of why the school may propose this action (eligibility).

Timeline: The written notice before an initial CCC meeting must be received by the parent at least five (5) school days before the initial CCC meeting.

The **Written Notice** about proposed or refused changes to an IEP must include:

- A description of the action proposed or refused by the school;
- An explanation of why the school proposes or refuses to take the action;
- A description of each evaluation, procedure, assessment, record, or report the school used as a basis for the action proposed or refused;
- A description of any other options the CCC considered and the reasons why those options were rejected;
- A description of any other factors that are relevant to the school's proposal or refusal;
- A statement that the parent of a student with a disability has protections under the procedural safeguards provisions described in 511 IAC 7-37-1 and how you may get a copy of a description of the Notice;
- A statement that you have the right to challenge the proposed or refused action after receiving the written notice on any IEP subsequent to the initial IEP by:
 - requesting and participating in a meeting with a school official who has the authority to facilitate the disagreement,
 - initiating mediation, or
 - requesting a due process hearing;
- A statement that if you challenge the proposed IEP within 10 school days of receiving the written notice, the school must continue to implement the current IEP (except as provided in 511 IAC 7-42-8(e) and (f) regarding newly enrolled students with an IEP from another school district); and
- Sources for you to contact for assistance in understanding your rights.

Timeline: The written notice about proposed or refused changes to an IEP must be received by the parent at least 10 school days before the school takes the action proposed in the Written Notice.

All of the written notices must be printed in a format that is easy to read, be in language understandable to the general public, and be in your native language or other principle mode of communication, unless it is clearly not feasible to do so. If this is not a written language, the school must take steps to ensure that the notice is translated orally or by other means into your native language or other mode of communication. If your language is not a written language, the school must assure and document that you understand the notice.

PARENTAL CONSENT

The school needs your **written consent** (your agreement) before it can do certain things with regard to your child's special education program.

Consent means:

- You have been fully informed, in your native language or other mode of communication, of all information regarding the action/activity for which your consent is sought.
- You understand and agree in writing to the action/activity for which the school is asking for your consent, and the document the school asks you to sign (to indicate your consent) includes a

description of the action/activity for which consent is sought, a list of the records (if any) that will be released, and to whom.

- You understand the consent is voluntary on your part and you may revoke (withdraw) your consent at any time. If you revoke your consent, it is not retroactive and does not cancel an action that the school has already taken.

The school must obtain your consent in the following seven (7) circumstances –

1. Before your child is evaluated for the first time

The school cannot conduct an initial evaluation of your child to determine whether your child is eligible to receive special education and related services without first providing you with written notice of the proposed initial evaluation and obtaining your written consent. The school must make a reasonable effort to obtain your consent for an initial evaluation.

Your consent for initial evaluation does not mean that you are also giving consent for the school to provide special education and related services.

If your child is or will be enrolled in a public school and you refuse to give consent for an initial evaluation or fail to respond to the school's request for your consent, the school may (but is not required to) utilize mediation or a due process hearing to obtain your consent. The school will not violate its obligation to locate, identify, and evaluate your child if it does not pursue mediation or a due process hearing.

2. Before the school can provide special education and related services for the first time

The school must obtain your informed consent before providing special education and related services to your child for the first time. The school must make a reasonable effort to obtain your consent for the initiation of special education and related services. If you refuse to give consent for services to begin or if you fail to respond to the school's request for your consent, the school may not use mediation or a due process hearing to override the lack of consent.

If you do not provide consent and, as a result, the school does not provide special education and related services, the school is not in violation of the requirement to make a FAPE available to your child and is not required to have a CCC meeting or develop an IEP for the special education and related services for which the school sought your consent.

3. Before the school reevaluates your child, unless the school can demonstrate that it has taken reasonable steps to obtain your consent but you have failed to respond

If your child is found eligible and receives special education services, a reevaluation of your child must be considered at least once every three years. The school may reevaluate your child without your written consent if the school took reasonable steps to obtain your consent and you failed to respond.

If you refuse to consent to a reevaluation of your child, the school may (but is not required to) utilize mediation or a due process hearing to override your refusal to consent. The school will not violate its obligation to locate, identify, and evaluate your child if it does not pursue mediation or a due process hearing.

4. Before the school can access your child's public benefits or insurance program or private insurance proceeds

With your consent, the school may use Medicaid or other public benefits or insurance or your private insurance to provide or pay for special education or related services. If you decline to give consent for the school to bill Medicaid or your private insurance for covered services in your child's IEP or IFSP, the school must continue to provide all required IEP or IFSP services at no cost to you.

Your Rights and Protections:

- If you choose to give consent or later withdraw your consent, the school must continue to

provide your child all required IEP or IFSP services at no cost to you.

- If you give consent, you have the right to withdraw your consent at any time.
- The school may not require you to enroll in Medicaid or other public health coverage program as a condition of providing IEP or IFSP services that it is required to provide at no cost to you.
- The school may not use your public benefits (Medicaid) if doing so would:
 - exhaust the plan benefit limitations (for example, decrease the number of covered visits or cause you to pay for services outside of school that would otherwise be covered);
 - cause you to pay a deductible, co-payment or other out-of-pocket expense;
 - increase your premium or lead to cancellation of benefits; or
 - jeopardize your child's eligibility for Medicaid home and community based waiver services.

5. Before the school can release the student's educational records to officials of any participating agency that is providing or paying for transition services or invite to the CCC meeting a representative from any participating agency (other than a public agency) who may be providing or paying for transition services

If your child will turn 14 or enter the 9th grade during the time the IEP is in effect, the CCC must develop a Transition IEP designed to help prepare your child to make the transition from secondary to post-secondary life. There are a number of agencies that assist students with transition services. The school must obtain your written consent before sharing your child's educational records with Vocational Rehabilitation Services or any other participating agency that may be providing or paying for transition services. When the CCC is developing or revising a Transition IEP and it is appropriate to include a representative of any participating agency that may provide or pay for transition services, the school must obtain your consent before inviting the agency representative(s) to the CCC meeting.

6. Before the school district of legal settlement and the school district where the nonpublic (private) school is located can exchange information about a student who has been unilaterally enrolled in a nonpublic school

If you unilaterally enroll your child in a nonpublic school in a school district other than your child's school district of legal settlement, the school district where the nonpublic school is located is responsible for locating, identifying, evaluating, and if eligible, making services available to your child. If at any time, the school district serving the nonpublic school and the school district of legal settlement need to share information about a student, you must provide your written consent before this can occur.

7. Before the public agency representative, teacher of record, general education teacher, or instructional strategist (individual who can interpret instructional implications of the evaluation) may be excused from attending and participating in all or part of a CCC meeting

The school must obtain your written consent before any of the four required school CCC participants may be excused from all or part of a CCC meeting if their area of expertise is to be discussed or modified. With your agreement the member may be excused if:

- The member's area of the curriculum or related service is not being modified or discussed in the CCC meeting; or
- The CCC meeting involves modification to or discussion of the member's area of the curriculum or related service and the member agrees to attend the relevant part of the meeting, or submits written input into the development of the IEP to you and other CCC members prior to the CCC meeting.

Your consent is not required --

- When the school reviews existing data or information as part of an initial evaluation or a reevaluation;
- When the school administers a test or other assessment that is given to all children unless consent is required of all parents;
- When a teacher or specialist administers a screening instrument to determine appropriate

- instructional strategies for curriculum implementation;
- When progress monitoring data is collected for students participating in a response to intervention process; or
- When the school proposes to change your child's identification, placement, special education, related services, or the provision of FAPE (but see section below – *"What happens if I disagree with the action the school is proposing or refusing in a subsequent IEP?"*)

Can I decline to consent?

Yes. However, if you decline to consent to an initial evaluation or reevaluation the school can ask you to engage in mediation on the issue or it can initiate a due process hearing. The school may not use mediation or due process if you decline to consent to the initial provision of special education and related services.

Can I withdraw (revoke) my consent after it has been given?

Yes. You have the right to change your mind. Giving consent is voluntary. You can revoke (withdraw) your consent in writing at any time. Your written revocation should be sent to the school or the special education director. If you revoke your consent, it is not retroactive and does not cancel an action that the school has already taken.

What happens if I revoke my consent for services?

By revoking your consent for services, you are telling the school to stop providing all special education and related services. This includes all special instruction, related services, accommodations, adaptations, modifications, and anything else provided in the student's IEP. You cannot revoke consent for only some of the special education services.

After notifying the school that you are revoking your consent, the school must provide you with a written notice that they will no longer be providing services to the student and that they will stop providing services 10 school days after you receive the school's written notice. After 10 school days, the student will be placed in general education without an IEP, and the student is no longer considered to be a student with a disability. This means that the student will be held to the same standards of accountability, expectations, and disciplinary consequences as any other student without a disability.

What if I later change my mind and decide I want the student to begin receiving special education services again?

You must request and consent to an initial evaluation, and the case conference committee must determine that the student is eligible for special education and related services. See the section on Evaluations for more information.

What are the limitations on my consent?

The school must ensure that your refusal to consent to one service or activity does not deny you or your child the right to receive other services, benefits, or activities provided by the school.

What happens if I disagree with the action the school is proposing or refusing in a subsequent IEP?

When the school proposes or refuses an action concerning your child's special education and related services, it must provide you with written notice, and you must receive that notice at least 10 school days before the school can take the proposed action. If you disagree with the proposed action described in the written notice, you may:

- Request and participate in a meeting with a school official who has the authority to resolve the disagreement;
- Initiate mediation; or
- Request a due process hearing.

If you take any of these actions within 10 school days after receiving the written notice, the school cannot take the proposed action and must continue to implement the student's current IEP.

If you fail to take any of these actions within 10 school days after receiving the written notice, the school may implement (take) the proposed action.

You may take any of these actions after 10 school days of the date you receive the written notice, but the school may continue to implement the proposed action.

EVALUATIONS

An educational evaluation is a procedure to collect information about a child to determine if a student has a disability and inform the CCC about your child's special education and related service needs. The information is gathered from a variety of sources (including from parents) and through a variety of assessment instruments.

Initial Educational Evaluation

If you suspect your child has a disability and requires special education and related services, you may request that the school conduct an initial educational evaluation of your child. A comprehensive evaluation must be conducted before the CCC can determine if a student is eligible for special education and related services. Your written consent is required before the school can conduct the evaluation.

How do I request an initial educational evaluation?

You may request that the school conduct an initial educational evaluation of your child by:

- sending a signed written request to licensed school personnel (e.g., teacher, principal, guidance counselor, or school psychologist), or
- making a verbal request to licensed school personnel.

The school must send you written notice about the evaluation and obtain your written consent before conducting the evaluation.

What are the timelines for an initial evaluation?

The initial evaluation must be conducted and the CCC convened within 50 school days of the date the school receives your written consent. If your child has participated in a response to intervention (RTI) process and has not made adequate progress within an appropriate period of time, the school must conduct the initial evaluation and convene the CCC within 20 school days of the date it receives your written consent.

How do I get a copy of the initial evaluation report and can I meet with someone who can explain the evaluation results to me before the initial CCC meeting?

At the time you provide your written consent for the initial evaluation, you may request that the school provide you with a copy of the evaluation report and/or request a meeting with someone who can explain the evaluation results prior to the initial CCC meeting. Upon your request, the school must provide you with a copy of the report and arrange a meeting with someone who can explain the evaluation results. Both of these things must occur at least five (5) school days prior to the initial CCC meeting. If you do not request that a copy of the report be provided prior to the CCC meeting, the school will provide you with a copy at the initial CCC meeting.

Reevaluation

If your child is found eligible and receives special education services, the CCC must consider your child's need for reevaluation at least once every three years, unless you and the school agree that reevaluation is not necessary. If, at any time during the three-year period, you believe a reevaluation is needed, you may ask (verbally or in writing) licensed personnel for a reevaluation. The school must provide you with written notice about the reevaluation and must obtain your consent before conducting the reevaluation. Unless the reevaluation is being conducted to reestablish your child's eligibility, the reevaluation must be conducted and the CCC must convene within 50 school days of the date the school receives your written consent. Your consent for a reevaluation is not required if

the school has made reasonable efforts to obtain your consent and you failed to respond.

Unless you and the school agree otherwise, a reevaluation to reestablish your child's eligibility may not occur more than one time a year.

Independent Educational Evaluation

You have the right to request an independent educational evaluation of your child at the school's expense if you disagree with the school's evaluation. Upon your request for an independent educational evaluation, the school must provide you with information about where an independent educational evaluation may be obtained and the criteria that apply to independent educational evaluations.

If you obtain an independent educational evaluation at public expense, the results of the evaluation must be considered by the CCC and may be used in a due process hearing.

What is an independent educational evaluation?

An "independent educational evaluation" or IEE means an evaluation conducted by a qualified evaluator who is not employed by the school that provides your child's education.

What does "at public expense" mean?

"At public expense" means that the school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you.

What happens if I request an independent educational evaluation at public expense?

If you request an IEE at public expense, the school must, within 10 business days of receiving your request, either:

- notify you in writing that it will pay for an IEE, or
- initiate a due process hearing to have a hearing officer decide if the school's evaluation is appropriate.

If you request an IEE, the school may ask for the reason(s) that you disagree with the school's evaluation. However, your explanation is not required, and the school may not delay either providing the IEE at public expense or asking for a due process hearing to defend its evaluation.

If the school initiates a due process hearing and the decision of the hearing officer is that the school's evaluation is appropriate, you still have the right to an IEE, but the school will not pay for it.

How many independent educational evaluations may I request?

You are entitled to only one (1) IEE at public expense each time the school conducts an evaluation with which you disagree.

What if I obtain an independent educational evaluation at my own expense?

If you obtain an IEE at your own expense and the evaluation complies with the school's criteria for an evaluation, the results of the evaluation must be considered by the case conference committee. You may also use the results of a privately obtained IEE in a due process hearing regarding your child.

You have the right to request a due process hearing to obtain reimbursement for the expense of the IEE. The hearing officer will determine if you are entitled to reimbursement. However, the hearing officer cannot order reimbursement if the privately obtained IEE did not meet the school's criteria for an evaluation, unless applying those criteria would deny your right to any IEE.

What are the criteria for an independent educational evaluation?

If an IEE is paid for by the school, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluator, must be the same as the criteria the school uses when it conducts an evaluation, to the extent the criteria are consistent with your right to an IEE. Except for these criteria, the school may not impose conditions or timelines related to

obtaining an IEE at public expense.

CASE CONFERENCE COMMITTEE MEETINGS

The CCC is a group of individuals that includes **you** and school personnel. The CCC is responsible for determining the student's eligibility, and if eligible, developing the student's IEP (including a Transition IEP). In developing an IEP, the CCC must consider a variety of general and special factors and determine the special education and related services that will meet the student's unique needs, as well as address all of requisite IEP components. The school must take whatever action is necessary (including providing an interpreter) to make sure you understand what happens in the CCC meeting.

What are my rights and responsibilities as a member of the CCC?

- You have the right to participate in all CCC meetings for your child until he or she reaches 18 years of age. You have the right to participate after the student turns 18 if you have obtained guardianship of or have been appointed as the educational representative for the student.
- You have the right to request that the CCC meet if you believe that a required component of the student's IEP needs to be changed to ensure the provision of a FAPE.
- You have the right to have the CCC meeting scheduled at a mutually agreed upon date, time, and place.
- If you want to participate, but cannot attend the CCC meeting in person, you may participate by telephone or other means.
- You may bring other individuals that you believe have knowledge or special expertise about your child to any CCC meeting.

When must the CCC meet?

- Within 50 school days from receipt of your written consent for an initial educational evaluation or reevaluation (unless the reevaluation is to reestablish the student's eligibility).
- At least annually.
- Upon the request of the parent or the school when either believes that a required component of the student's IEP should be changed to ensure the provision of a FAPE.
- Within 10 school days of a student's enrollment when the student had been receiving special education services in the previously attended school.
- Within 10 school days of a disciplinary change of placement to determine if the student's behavior is a manifestation of the student's disability.
- To determine the interim alternative educational setting (IAES), unless the IAES is already identified in the student's IEP.
- At least every 60 school days when the student receives services in a homebound or alternative setting.

CONFIDENTIALITY OF AND ACCESS TO EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA), as well as other state and federal laws, govern the confidentiality of a student's educational records. The school must protect the confidentiality of personally identifiable information concerning your child during the collection, storage, and destruction of information. A school official is responsible for ensuring the confidentiality of information and has received training in these procedures. The school provides training regarding confidentiality to anyone on the staff who collects or maintains this information, and must maintain a current list of the names and positions of school employees who have access to personally identifiable information in your child's educational record. This list is available for public inspection. The school must keep a record of those persons, except parents and authorized employees of the school district, who obtain access to a student's record, including names, dates, and purposes for the access. The school must also provide you, upon your request, with a list of the types and locations of education records collected, maintained, or used by the agency.

Terms

Directory Information means information about a student contained in the student's educational record that would not generally be considered harmful or an invasion of privacy if disclosed that can be made public without your consent in accordance with the school's policy. It includes information such as name, address, grade level, field of study, dates of attendance, and similar data.

Educational Record means records directly related to a student and maintained by the school or someone acting on the school's behalf. Educational records include, among other things, test protocols that contain personally identifiable information regarding a student or the student's IEP, audio clips, video clips, scanned images, and other electronically recorded or produced information, but do not include records of instructional, supervisory, administrative, or ancillary personnel that remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible to or revealed to any other person.

Personally Identifiable Information means information by which it is possible to identify a student with reasonable certainty including, but not limited to, the following:

- the name of the student, the student's parent, or any other family member;
- the address of a student;
- a personal identifier such as the student's social security or student identification number; and
- a list of personal characteristics, including disability designation, that would make it possible to identify the student with reasonable certainty.

Access To Your Child's Educational Record

Do I have the right to see my child's educational record?

You or your representative has the right to inspect and review your child's educational record with respect to the identification, evaluation, educational placement and provision of FAPE to your child. The school must let you look at your child's record unless the court has decided you cannot see them or your child has turned 18 years old (and no guardian has been appointed). Your child's non-custodial parent has the same access right unless the school has received a court order terminating or restricting the non-custodial parent's access to the record. If a record includes information that concerns your child and other children, you have the right to review only the information about your child.

The school cannot unnecessarily delay the opportunity for you to look at the record and must show you the record within 45 calendar days of your request or prior to any case conference committee meeting, resolution session, or due process hearing.

The right to inspect and review educational records includes the right to:

- an explanation and interpretation of your child's record from school personnel;
- have other arrangements made to review and inspect, including obtaining a copy of the record, if the school's failure to provide those copies deprives you of the opportunity to review and inspect the record;
- a copy of the record if you are involved in a pending due process hearing; and
- have someone inspect and review the record for you (with your consent).

The school may charge you for copies of the record, except for a copy of the evaluation report and IEP, but cannot charge more than the actual cost of duplication. The fee must not prevent you from seeing the record or exercising your rights to review or inspect the records. The school cannot charge a fee to search for records.

Does the school have to obtain my consent every time it wants to disclose personally identifiable information about my child?

The school must obtain your written consent before any personally identifiable information about your child may be released to any person not otherwise entitled under FERPA to have access to it or used for any purpose other than meeting requirements of the IDEA. An educational agency or institution

may not release information from educational records to participating agencies without parental consent unless authorized to do so under FERPA.

The school may be required or permitted to disclose the student's educational record to others, such as to a new school the student will be attending or to law enforcement authorities when criminal activity is reported. When a student transfers to a new school, the student's record will include the current IEP and a statement concerning behaviors that required current or past disciplinary action. In other situations, a statement concerning behaviors that required current or past disciplinary action will be transmitted in accordance with the policies on transmitting records of students without disabilities.

There are a number of situations in which the school may disclose personally identifiable information about your child without your consent. The school may disclose information without your consent to any of the following:

- other authorized school officials or individuals acting on behalf of the school;
- another school where the student is enrolled or intends to enroll (but the school must take reasonable steps to notify you of the disclosure);
- federal or state education officials for audit, evaluation, accreditation, or enforcement purposes;
- in connection with financial aid sought by the student;
- state or local juvenile justice agencies in accordance with Indiana Code (IC) 20-33-7-3;
- an organization conducting a study on behalf of the federal or state education agencies;
- in response to a judicial order, lawfully issued administrative or judicial subpoena;
- the court (when the school has initiated legal action against you or the student or when you or the student initiate a legal action against the school);
- appropriate parties in a health or safety emergency;
- an accrediting organization (to facilitate the organization's accrediting functions);
- a parent of a student under the age of 18; or
- a parent of a dependent student as defined by the Internal Revenue Code.

In addition, your consent is not necessary for the school to disclose directory information (name, address, grade level, etc.) for school pictures, yearbooks, award ceremonies, and similar events. A student's special education record is not directory information.

If you refuse to consent to disclosure of personally identifiable information when the school believes that sharing such information is necessary, the school may initiate a due process hearing to have the disclosure authorized. If you believe the school has violated a rule governing educational records, you may file a complaint with the Division or the Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605.

Do I have the right to review my child's record when he or she becomes an adult student?

Until your child reaches age 18, you have access to all educational records maintained by the school. When a student turns 18 (and no guardian is appointed), or when he or she becomes a student at a postsecondary educational institution, he or she becomes an "eligible student" and rights under FERPA transfer to him/her. However, parents retain access to student records of children who are their dependents for tax purposes. Also, the school must provide any notice required under IDEA to both the student and the parents when the child turns 18 years of age.

Amending (Changing) Something in Your Child's Educational Record

How do I change or amend something in my child's educational record?

If you believe that information in your child's educational record is inaccurate or misleading or that it violates your child's privacy or other rights, you may ask the school to amend the record. Your signed and dated request for amendment must specify the information that you believe is inaccurate, misleading, or otherwise in violation of your child's rights and must be sent to the principal of your child's school or the local director of special education. Within 10 business days of receiving your request, the school will notify you whether or not it agrees to amend the record. If the school agrees, the record must be changed within a reasonable period of time.

What happens if the school turns down my request to change or amend my child's educational record?

If the school refuses to amend the record, it must notify you in writing within 10 business days after it receives your request to amend the record and advise you that you have the right to a hearing to challenge the information contained in the child's educational record. If you request a hearing to challenge information in your child's record, the school must conduct the hearing. A hearing to amend a student's educational record is not the same as a special education due process hearing and will be conducted according to the requirements of FERPA. The school must:

- hold the hearing within 15 business days after it has received the request for the hearing from you or the eligible student;
- give you or the eligible student written notice, at least five (5) business days in advance, of the date, the time, and place, of the hearing; and
- give you or the eligible student a full and fair opportunity to present evidence relevant to the issues raised. You or the eligible student may, at yours or the eligible student's own expense, be assisted or represented by one or more individuals of your choosing, including an attorney.

Any individual, including a school official who does not have a direct interest in the outcome of the hearing, may conduct the hearing. The hearing officer must issue his or her written decision within 10 business days after the hearing is conducted. The hearing officer's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the hearing officer decides that the information in question is inaccurate, misleading, or a violation of your child's rights, the school must change the record and inform you in writing of the change. If the hearing officer determines the information in question is accurate and not misleading or a violation of your child's rights, the school must inform you of your right to place a statement in your child's educational record commenting on the disputed information and reasons for your disagreement. The school must keep your statement in the educational record for as long as the record is maintained and if records are disclosed to anyone, with your written consent, your comments will also be disclosed.

Destruction of Records

The school maintains a student's educational record for at least three years after the student exits from the special education program. The school will inform you when personally identifiable information that the school has collected, maintained, or used is no longer needed to provide educational services to the student. You may request that the school destroy this information. Destruction of information means that the school will either physically destroy the information or remove the personal identifiers so that the information is no longer personally identifiable. However, the school is entitled to maintain a permanent record, including the child's name, address, phone number, grades, attendance records, classes attended, grade level completed and year completed, without time limitation. Additional details are available in the annual notice the school publishes.

TRANSFER OF RIGHTS AT THE AGE OF 18

When a student reaches the age of 18, all of the special education rights that belonged to the parent transfer to the 18-year-old student, unless:

- a guardian has been appointed by the court; or
- an educational representative has been appointed.

If a guardian has been appointed by the court, the educational rights transfer to the guardian, unless the court order specifies differently. If an educational representative has been appointed, the educational rights transfer to the educational representative.

At the CCC meeting before the student turns 17, the school must provide you and the student with written notice that the rights will transfer at age 18. The school must also provide written notice to you

and the student at the time the student turns 18. Although you, as the parent, will continue to receive any notice required by Article 7, the student makes all of the decisions related to his or her special education services, unless a guardian or educational representative has been appointed.

REQUIREMENTS FOR UNILATERAL PLACEMENT OF CHILD IN NONPUBLIC (PRIVATE) SCHOOL AT THE PUBLIC SCHOOL'S EXPENSE

The IDEA and Article 7 do not require the school to pay for the cost of education, including special education and related services, for a student with a disability at a nonpublic school or facility if:

- the school made a FAPE available to the student, and
- you chose to place the student at the nonpublic school or facility.

However, the school district where the nonpublic school or facility is located is responsible for identifying, evaluating, and making special education and related services available through a Service Plan to students with disabilities attending the nonpublic school or facility through parental unilateral placement. A student with a disability who is unilaterally enrolled in a nonpublic school or facility is not entitled to a FAPE, but is entitled to some level of special education and related services.

Reimbursement For Nonpublic School Placement And Limitations On Reimbursement

If your child previously received special education and related services through the public school and you choose to enroll your child in a nonpublic preschool, elementary school, or secondary school without the consent or referral by the public school, you may seek reimbursement from the public school for the costs of the nonpublic school or facility.

If you are unable to reach agreement with the public school on the issue of reimbursement, you may request a due process hearing to resolve the issue.

The hearing officer or the court may require the school to reimburse you for the cost of the nonpublic school or facility if either finds that:

- The school did not make a FAPE available to the student in a timely manner prior to the student's enrollment in the nonpublic school or facility, and
- The nonpublic placement is appropriate (the nonpublic placement may be found to be appropriate even if it does not meet state standards applicable to public school education).

The hearing officer or the court may reduce or deny the reimbursement if they find that:

- At the most recent CCC meeting you attended prior to removing your child from public school, you did not inform the CCC that you were rejecting the placement the school proposed in its offer of FAPE, including stating your concerns and your intent to enroll your child in a nonpublic school or facility at the public school's expense, or
- You did not give the school written notice at least 10 business days before removing your child that you were rejecting the placement the school proposed in its offer of FAPE, including stating your concerns and your intent to enroll your child in a nonpublic school or facility at the public school's expense; and
- Prior to you removing your child from public school, the school provided you with the requisite written notice of the school's intent to evaluate the child, including a statement of the reason for evaluation that was appropriate and reasonable, but you did not make your child available for the evaluation.

The hearing officer or the court may not reduce or deny reimbursement if you failed to provide the written notice listed above, if either finds that:

- Providing the written notice would likely result in physical harm to the student;
- The school prevented you from providing the written notice; or
- You had not received a copy of the Notice that described the written notice requirement.

The court (but not the hearing officer) may reduce or deny reimbursement if the judge finds that your actions were unreasonable.

STUDENTS WITH DISABILITIES AND DISCIPLINARY ACTION

The IDEA and Article 7 use the term "removal" to describe the situation when the school unilaterally removes the student from his/her current placement for disciplinary reasons. A short-term removal pursuant to the student's IEP is not considered a removal for disciplinary purposes. A removal is considered a suspension, unless the removal meets the criteria that exempts the removal from being considered as such, and the school must follow the suspension procedures required by Indiana law and Article 7.

Disciplinary Change of Placement

A student with a disability is subject to the same disciplinary action for violating school rules as any other student. However, if a student is subjected to a disciplinary change of placement, there are additional procedural safeguards that apply. A **disciplinary change of placement** occurs when the student is removed for more than 10 consecutive school days or is subjected to a series of removals that cumulates to more than 10 school days in a school year and constitutes a pattern.

When the number of days of suspension a student with a disability has been subjected to is a series of removals that cumulates to more than 10 school days, the principal or the principal's designee must determine if the series of removals constitutes a pattern.

If the principal or designee determines that the series of removals does not constitute a pattern, then the current removal does not result in a disciplinary change of placement, and --

- The principal or designee must follow the procedures for suspending a student, including notices to the parent, and
- School personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed to allow the student to continue to participate in the general education curriculum and make progress toward meeting the student's IEP goals (although this could be done in another setting during the period of removal/suspension).

If the principal or designee determines that it constitutes a pattern, the removal/suspension is considered a disciplinary change of placement, and the principal or designee must:

- Notify you of the disciplinary change of placement on the date the decision is made and send you a copy of the Notice (if the school is unable to reach you on the date the decision is made, the school must mail you a notice of the disciplinary change of placement and Notice on the following business day); and
- Convene the CCC to conduct a manifestation determination within 10 school days of the date the disciplinary change of placement decision is made.

Manifestation Determination

When the CCC conducts a manifestation determination, it reviews all relevant existing information about the student to determine whether the conduct/behavior in question:

- was caused by or had a direct and substantial relationship to the student's disability, or
- was the direct result of the school's failure to implement the student's IEP.

If the CCC determines that either of these to be true, the student's conduct/behavior is determined to be a manifestation of the student's disability, and the CCC must:

- Conduct a functional behavioral assessment (FBA) and develop a behavioral intervention plan (BIP), unless an FBA was conducted prior to the behavior resulting in disciplinary action. If an FBA was previously conducted, the CCC must develop a BIP to address the student's behavior;
- or
- Review an existing BIP and modify it as necessary to address the current conduct/behavior that resulted in disciplinary action.

Unless the student has been placed in an IAES or you and the school agree to a change of placement

as part of the BIP, the school must return the student to the placement from which he/she was removed.

If the conduct/behavior is determined not to be a manifestation of the student's disability, the school may impose disciplinary sanctions in the same manner as it does for students without disabilities. The CCC must determine the appropriate services to be provided to the student during the period of removal, including the services needed to:

- continue to participate in the general education curriculum, although in different setting;
- progress toward meeting the IEP goals; and
- receive, as appropriate, an FBA and behavioral intervention services and modifications designed to prevent the conduct/behavior from recurring.

If these services are to be provided in an IAES, the CCC also determines the specific setting.

If you disagree with the CCC determination that the conduct/behavior is not a manifestation of the student's disability, you may request mediation and/or a due process hearing. The due process hearing in this situation is expedited.

Interim Alternative Educational Setting (IAES) For Weapons, Drugs, Or Serious Bodily Injury

The school may remove a student with a disability to an IAES for up to 45 school days if the student, while at school, on school grounds, or at a school function under the jurisdiction of the IDOE or a public agency:

- Carries a weapon to school or possesses a weapon;
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
- Has inflicted serious bodily injury upon another person.

Weapon includes all of the following:

- A dangerous weapon is defined by federal law as "any weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that this term does not include a pocket knife with a blade of less than 2.5 inches in length."
- A deadly weapon is defined by state law as "(1) A loaded or unloaded firearm. (2) A destructive device, weapon, device, taser [as defined in IC 35-47-8-3] or electronic stun weapon (as defined in IC 35-47-8-1), equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury. (3) An animal (as defined in IC 35-46-3-3) that is: (A) readily capable of causing serious bodily injury; and (B) used in the commission or attempted commission of a crime. (4) A biological disease, virus, or organism that is capable of causing serious bodily injury." See IC 35-41-1-8.
- A firearm, defined by state law, is "any weapon that is capable of expelling or designed to expel or that may readily be converted to expel a projectile by means of an explosion." See IC 35-47-1-5.

Illegal Drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or any other authority under the Controlled Substance Act or any other provision of federal law.

Controlled Substance means a drug or other substance identified under Schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act [21 United States Code (USC) § 812(c)] or IC 35-48-2.

Serious Bodily Injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted or obvious disfigurement, or protracted loss or impairment of the function of a body member, organ, or mental faculty.

If the school decides to place your child in an IAES for weapons, drugs, or serious bodily injury the

school must:

- Notify you of this decision and provide you with a copy of the Notice; and
- Convene a CCC meeting and conduct a manifestation determination within 10 school days of the date of the decision to place the student in an IAES.

However, even if the CCC determines the student's conduct/behavior is a manifestation of the student's disability, the student remains in the IAES for up to 45 school days.

In addition to the manifestation determination, the CCC must determine the IAES and appropriate services needed to allow the student to:

- continue to participate in the general education curriculum, although in another setting,
- progress toward meeting the IEP goals; and
- receive as appropriate an FBA and behavioral intervention services and modifications designed to prevent the conduct/behavior from recurring.

If you disagree with the placement the school proposes as the IAES, you may request mediation or a due process hearing to resolve the disagreement. (See section on **Expedited Due Process Hearings and Appeals** below.)

Interim Alternative Educational Setting For Student Who Poses A Risk Of Harm To Self Or Others

A student with a disability may also be removed to an IAES if a hearing officer, upon the school's request for an expedited hearing, determines that there is a substantial likelihood that returning the student to his or her current placement (the student's placement prior to removal) will result in injury to the student or to others. The hearing officer may order this change of placement to an IAES for up to 45 school days.

Referral to and Action by Law Enforcement and Judicial Authorities

The IDEA and Article 7 do not:

- Prohibit the school from reporting a crime committed by a student with a disability to appropriate authorities, or
- Prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability the school reports a crime committed by a student with a disability.

If the school reports a crime committed by a student with a disability, the school:

- must ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the authorities to whom the school reports the crime, and
- may transmit a copy of the student's educational record, without first obtaining the parent's consent, only to the extent permitted by FERPA and as required by IC 20-33-7-3.

PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE

A student who has not yet been determined eligible for special education and who is subject to disciplinary action may be covered by the protections and safeguards of Article 7 **if** the school has knowledge or is considered to have knowledge that the student is a student with a disability before the behavior resulting in disciplinary action occurred. If the school has knowledge that the student may have a disability, the school must provide the student the same protections as a student with a disability who is subjected to disciplinary action. (See **Students with Disabilities and Disciplinary Action** above.)

The school is considered to have knowledge that the student may have a disability if:

- You expressed concern in writing to licensed school personnel that the student needs special education services;
- You requested an evaluation of the student; or

- The student's teacher or other school personnel has expressed a specific concern about a pattern of behavior demonstrated by the student directly to school supervisory personnel.

However, the school is not considered to have knowledge that the student may have a disability and the student is not entitled to the protections if:

- You have not allowed the school to conduct an evaluation;
- You refused services under Article 7 or the IDEA; or
- The school conducted an evaluation, the CCC determined the student not to be eligible, and the school provided notice to you that the student was not eligible.

If a school does not have knowledge that your child has a disability prior to taking disciplinary measures, your child may be subjected to the same disciplinary measures as those applied to children without disabilities who engage in comparable behaviors consistent with the following limitations:

- If you made a request for an initial evaluation of your child during the time period in which your child is subjected to suspension, expulsion, or placement in an interim alternative educational setting, the evaluation must be conducted and the case conference committee must convene within 20 school days of the date you provided written consent for the evaluation.
- Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school and information provided by you, the school must provide special education and related services in accordance with the IDEA and Article 7.

COMPLAINTS

A complaint is a written, signed allegation that the school is not complying with one or more of the procedural requirements of state or federal statutes, regulations, rules, or constructions governing special education. It is submitted to the Division for investigation in accordance with the requirements of Article 7.

Who may file a complaint?

Any individual, group of individuals, agency, or organization may file a complaint with the IDOE, alleging the school's failure to comply with the requirements of Article 7 or the IDEA. You may also file a complaint if the school is not complying with orders issued by an independent hearing officer or the Board of Special Education Appeals (BSEA) as the result of a due process hearing.

What must be included in the complaint?

The complaint must:

- Be in writing and signed by the complainant;
- Include the name and contact information of the complainant
- Include a statement alleging that the school has violated a requirement of Article 7, the IDEA, or the federal regulations implementing the IDEA;
- Include facts on which the alleged violation is based; and
- If the complaint alleges a violation with respect to a specific student, the complaint must also include:
 - The name and address of the residence of the student;
 - The name of the student and available contact information if the student is a homeless student;
 - The name of the school the student is attending;
 - A description of the nature of the alleged violations with respect to the student, including the facts related to the alleged violation; and
 - A proposed resolution to the problem to the extent known and available to the complainant at the time.

The complaint must allege a violation that occurred not more than one year prior to the date of the complaint.

The complaint must be sent to the Division and the school district serving the student. A sample form for filing a complaint may be found at: <http://www.doe.in.gov/improvement/legal/special-education-complaints>.

What happens after a complaint is filed and how long does the investigation take?

The school has 10 calendar days from the date it receives your complaint to:

- Respond to the complaint in writing and forward the response to the Division and to you, the complainant;
- Resolve the complaint with you, prepare a written agreement that you and the school both sign, and forward the agreement to the Division, indicating if any issues remain to be investigated;
- Obtain your written agreement to engage in mediation (you must agree to participate in mediation in order for the mediation to occur); or
- Notify the Division to begin investigating the complaint.

If you and the school agree to mediate the alleged violations, the mediation must occur within 20 calendar days from the date you and the school agree in writing to engage in mediation. If mediation is successful, the mediation agreement must be sent to the Division. If you and the school resolve some, but not all of the issues, the Division will investigate any unresolved issues.

If the school fails to respond within the first 10 days, the Division will begin its investigation of all of the issues in the complaint on the 11th day. The Division will assign a complaint investigator who will contact you and the school to obtain information needed to make an independent determination as to whether a violation has occurred.

The investigator will review all of the relevant information, make a determination, and issue a report containing the investigator's findings of fact, conclusions, and corrective action as applicable. The investigator will mail a copy of the report to you and the school within 40 calendar days of the date the complaint was filed, unless the investigator has been granted extra time to complete the investigation.

What if I disagree with the complaint investigator's report?

If you disagree with the complaint investigation report, you may request reconsideration by writing to the Division within seven (7) calendar days of your receipt of the report. Your written request for reconsideration must state the specific portions of the report that you want reconsidered, and specific facts to support your request for a change in the report. The school also has the right to ask for reconsideration, following the same procedure. If you request reconsideration, the response from the Division Director is due within 60 calendar days after the original complaint was received by the Division. However, if additional time was granted for the complaint investigation report, the deadline for the Division Director's reconsideration response is also extended by the same number of days. The Division Director will mail the response to the request for reconsideration to you and the school.

Also. . .

- If a complaint contains issues that are also the subject of a due process hearing, the Division will set aside those issues pending the conclusion of the due process hearing.
- Any issue that is not part of the due process hearing will be investigated in accordance with Article 7 requirements.
- If you file a complaint containing an issue that was previously decided through a due process hearing involving the same parties, the Division will inform you that the decision of the hearing officer is binding.

MEDIATION

Mediation is a voluntary process that may help you and the school resolve a disagreement about your child's disability identification or eligibility, the appropriateness of the evaluation or proposed or current

services or placement, the provision of FAPE, or reimbursement for services you've obtained privately. Mediation is also available to resolve a complaint.

Mediation is a way to discuss and resolve disagreements between you and the school with the help of an impartial third person who has been trained in effective mediation techniques. Because it is a voluntary process both you and the school must agree to participate in order for the mediation session to occur. The mediation session is scheduled in a timely manner and held in a location that is convenient to the parties to the dispute.

A mediator does not make decisions; he or she facilitates discussions and decision making. The discussions in a mediation session are confidential and may not be used as evidence in subsequent due process hearings or civil court proceedings. If the mediation process results in full or partial agreement, the mediator will prepare a written mediation agreement that must be signed by both you and the school's representative. In addition to describing the things you've agreed to, the mediation agreement will state that all discussions that occurred during the mediation are confidential and may not be used as evidence in a due process hearing or other civil court proceeding. The signed agreement is legally binding on both you and the school and is enforceable in court. You may also elect to enforce the mediation agreement through the complaint investigation process handled by the Division.

When is mediation available?

Mediation is available to resolve a disagreement between you and the school regarding the identification, evaluation, placement, services, or the provision of a FAPE to your child. The school may also request mediation to resolve your formal complaint of procedural violations. You may request mediation before, at the same time, or after requesting a due process hearing. Requesting mediation will not prevent or delay a due process hearing, nor will mediation deny any of your other rights. You or the school may suggest mediation, and it begins when both agree to participate. Participating in mediation is voluntary for both you and the school.

How do I request mediation?

In order to initiate the process, you and the school must both sign a *Request for Mediation* form that is then sent to the Division. A *Request for Mediation* form may be obtained from the school or from the Division. It is also available at: <http://www.doe.in.gov/improvement/legal/special-education-mediation>. Once the request is signed by both you and the school, the Division will assign a mediator who will contact both you and the school to schedule a timely meeting in a convenient location.

How is a mediator chosen and do I have to pay for the mediator?

The Division maintains a list of mediators who are trained, qualified, and knowledgeable about the laws and regulations relating to the provision of special education and related services. A mediator is assigned on a general rotation basis.

No employee of IDOE (including the Division), a local school corporation, or other public agency providing special education services is eligible to be a mediator. Mediators must not have any personal or professional conflict of interest. Mediators are not considered to be employees solely because they are paid to provide this service. The Division bears the cost of the mediation process.

The school may establish procedures to offer you the opportunity to meet at a convenient time and location to have someone from a parent training center, community parent resource center, or alternative dispute resolution entity to discuss the benefits of the mediation process when you have opted not to participate in mediation with the school. However, the Division must approve any procedures established by the school before they can be implemented, and the procedures cannot be used to delay or deny your right to a due process hearing if you decline to participate in such a meeting. The Division pays for the cost of these meetings.

DUE PROCESS HEARINGS, COURT ACTIONS and ATTORNEYS' FEES

A due process hearing is a formal proceeding in which evidence is presented to an independent

hearing officer to resolve a dispute between you and the school regarding your child's disability identification and eligibility, the appropriateness of an evaluation or proposed or current placement and services, or any other dispute involving the provision of a FAPE.

A request for a due process hearing must be made within two (2) years of the date you knew or should have known about the alleged action forming the basis of your dispute with the school. This two-year limit does not apply if you were prevented from requesting the hearing due to specific misrepresentations made by the school that it had resolved the problem you complained about or if the school withheld pertinent information from you. Only a parent, the school, or the IDOE may request a due process hearing regarding a student with a disability. The school must provide you with information about free or low-cost legal and other relevant services in your area when you file a due process hearing or upon your request.

How do I request a due process hearing?

To request a due process hearing, you need to send a signed, written request that includes:

- The student's name and address (or name and available contact information for a homeless student);
- The name of the school the student is attending;
- The reasons for the hearing request, including
 - A description of the nature of the problem, and
 - Any facts related to the problem; and
- A proposed resolution to the problem to the extent known and available to you at the time.

The request must be sent at the same time to the superintendent of public instruction and the school district. A model form for requesting a hearing is available from the Division at <http://www.doe.in.gov/improvement/legal/special-education-due-process-hearings-511-iac-7-45-3-7-45-7>.

What happens after I send a request for a due process hearing?

Once a request for hearing is received, an independent hearing officer is appointed, and he/she is provided with a copy of your hearing request. Otherwise your request remains confidential. The Division will send you and the school a letter notifying you of the hearing officer's appointment. In addition, the school must abide by certain requirements within specific time periods after it receives your request for a due process hearing (see below for more details). The school must also inform you of the availability of mediation and any free or low-cost legal and other relevant services in the area.

What actions must the school take once it receives my request for a due process hearing?

Within 10 calendar days of receiving your request for a due process hearing, the school must send you written response regarding the subject matter of your due process hearing request including, if not already provided:

- An explanation of why the school proposed or refused to take the action that is the subject of the due process hearing;
- A description of the options the CCC considered, and the reasons they were rejected;
- A description of each evaluation procedure, assessment, record, or report the school used as the basis for its decision;
- A description of the factors the school believes are relevant to its proposal or refusal; and
- A response that specifically addresses the issues raised in the due process hearing request.

If the school believes your due process hearing request does not contain all of the required information listed above, it may send a letter to you and the hearing officer indicating that your request does not comply with the requirements. If the school is going to send this letter, it must do so within 15 calendar days of receiving your request for a due process hearing. The hearing officer then has five (5) calendar days to determine if your request is sufficient and will immediately inform both you and the school in writing of the decision. If the hearing officer agrees with the school, he/she must identify how your request is insufficient so that you can amend the request if appropriate. If the school does not challenge the contents of your request for a due process hearing, it is considered to meet all of the requirements.

Within 15 calendar days of receiving your request for a due process hearing, the school must provide you with the opportunity for a resolution meeting to see if the matter can be resolved. Information on the resolution meeting is described below.

What is a resolution meeting, who attends, and what happens?

Prior to the opportunity for a due process hearing, the school must convene a meeting called a "resolution meeting." The meeting must include a representative from the school with decision-making authority and relevant members of the CCC who have information about the facts alleged in the hearing request. Unless you bring your attorney to this meeting, the school may not have an attorney at the meeting. The purpose of this meeting is for you to discuss your request and the facts that formed the basis of your request so that the school has the opportunity to resolve the dispute. You can agree with the school to use an alternative means to hold the resolution meeting (e.g., via video conference or conference telephone call).

Do I have to attend the resolution meeting?

You do not have to attend a resolution meeting if you and the school agree in writing to waive it, or if you both agree to use the mediation process. If there is no agreement to waive the resolution session or use mediation, you must participate in the resolution meeting.

If you fail to participate, the timelines for the resolution process and due process hearing will be delayed until the meeting is held. If, at the end of 30 calendar days from the date of the due process hearing request, you have not participated in the resolution meeting and the school has made reasonable efforts to obtain your participation, the school may ask the hearing officer to dismiss your request for a due process hearing.

If the school fails to hold or participate in the resolution meeting within 15 calendar days from the date of your request for a due process hearing, you may ask the hearing officer to start the 45 calendar day timeline for the due process hearing.

What if the school and I come to an agreement and resolve the issues that are the subject of my hearing request during the resolution meeting?

If you and the school come to an agreement during this meeting, you will both sign a legally binding written agreement that will be enforceable in a court of appropriate jurisdiction. After it is signed, either you or the school may void the agreement by notifying the other party in writing within three (3) business days for the date the agreement was signed. The resolution agreement is also enforceable through the complaint investigation process handled by the Division.

What if we waive the resolution meeting or if we don't reach agreement?

If you and the school agree in writing to waive the resolution meeting or if you cannot resolve the issues in mediation or a resolution meeting within 30 calendar days of the date the school received your request for a hearing, the due process hearing may proceed. The 45 calendar day timeline for the due process hearing begins at this point.

Can I change or add issues to my request for a hearing after it has been determined to meet all of the requirements?

Once your request for a due process hearing has been determined to meet all of the requirements, you cannot change or add issues to the request unless one of the following occurs:

- The school agrees in writing that you can add or change issues and has the opportunity to conduct a resolution meeting on the new or changed issues, or
- The hearing officer gives you permission to make changes (but this cannot occur within the last five (5) days prior to the due process hearing).

If you are permitted to make changes or add issues to your request for a hearing, it may be treated as the first request for a due process hearing, and all of the timelines and events such as the sufficiency of your request and the resolution session could begin again.

When and where will the due process hearing take place?

Before the hearing occurs, the hearing officer will contact you and the school to make arrangements for a prehearing conference. One of the things you will decide at the prehearing conference is when and where the hearing will occur. The hearing will be held at a time and place reasonably convenient to you and the school. The hearing officer will send you written notice about the time and the place of the hearing, as well as other procedural matters.

Who conducts the due process hearing?

An independent hearing officer conducts the due process hearing. The Division maintains a list of individuals who serve as hearing officers, along with a list of each individual's qualifications. Individuals who serve as hearing officers cannot be employees of the IDOE or the school corporation or any other public agency involved in the student's care or education, and they cannot have any professional or personal interest that would conflict with their objectivity in conducting the hearing. An individual who is otherwise qualified to conduct a hearing is not an employee of the school or agency solely because he/she is paid by the school or agency to serve as the hearing officer. Every hearing officer must meet the qualifications set forth in Article 7 and established by the superintendent of public instruction.

Can I raise new or additional issues during the due process hearing?

You will not be able raise issues at the hearing that you did not include in your hearing request, unless the school agrees otherwise.

What are my rights and the school's rights during a due process hearing?

You and the school have the right to:

- Be accompanied and advised by legal counsel or by individuals with knowledge and training with respect to special education or the problems of students with disabilities;
- Present evidence, confront, cross-examine, and compel the attendance of any witnesses;
- Prohibit the introduction of any evidence at the hearing that has not been disclosed at least 5 (five) business days prior to the hearing;
- Separate the witnesses so that they do not hear other witnesses' testimony;
- Be provided with an interpreter;
- Conduct discovery;
- Obtain a written or electronic verbatim transcript of the hearing; and
- Obtain a written or electronic copy of the findings of facts and decision.

As a parent, you also have the right to:

- Decide whether your child (who is the subject of the hearing) will attend the hearing;
- Have the hearing opened or closed to the public;
- Recover reasonable attorney fees if a court determines you prevailed; and
- Obtain a written or an electronic verbatim transcript of the proceedings, as well as a written or electronic copy of the hearing officer's written decision, including findings of fact, conclusions, and orders without cost to you.

Before the hearing, you are entitled to inspect, review, and obtain a copy of your child's educational record, including all tests and reports upon which the school's proposed action is based.

In addition, at least five (5) business days before the date of the hearing, you and the school must disclose to each other any evaluations either of you intends to use in the hearing. Specifically, copies of all evaluations and recommendations based on those evaluations must be exchanged by that deadline. If either you or the school fails to make these disclosures on time, the hearing officer may bar the evidence from the hearing. If an evaluation is underway and has not been completed, it is necessary to inform each other and the hearing officer.

What authority or discretion does the hearing officer have?

The hearing officer may:

- Issue subpoenas;
- Determine whether individuals are knowledgeable with respect to special education in order to assist in the proceedings;
- Frame and consolidate issues in the hearing to provide clarity;
- Bar the introduction of evaluations or recommendations not timely disclosed to the other party;
- Order a student to be placed into an IAES; and
- Rule on any other matters with respect to the conduct of the due process hearing (subject to administrative or judicial review).

How does the hearing officer make the decision?

The decision of the hearing officer is made on substantive grounds based on a determination whether the school provided your child with a FAPE. If your request for a hearing includes or is based on alleged procedural violations, the hearing officer may find that your child did not receive a FAPE only if he or she finds that the procedural violations occurred and that they:

- (1) Impeded your child's right to a FAPE,
- (2) Significantly impeded your opportunity to participate in the decision making process regarding the provision of FAPE, or
- (3) Deprived your child of educational benefits.

As part of his/her decision and order, the hearing officer may order the school to comply with the procedural requirements.

When will I get a copy of the hearing officer's written decision?

The hearing officer must conduct the hearing and mail you and the school a written decision within 45 calendar days from either: (1) the date that you and the school agreed in writing to waive the resolution meeting, or (2) the 30th calendar day following the IDOE receipt of your request for a hearing if you and the school did not resolve the issues in mediation or a resolution meeting during the 30 calendar day period. However, it may be longer than 45 calendar days if the hearing officer grants a request for an extension of time from you or the school. The hearing officer's decision is final and the orders must be implemented unless you or the school appeal the decision by requesting judicial review.

Who pays for the due process hearing?

The school is responsible for payment of the hearing officer's fees and the court reporter's charges. You are responsible for your costs of participating in the due process hearing (e.g., witness fees, your attorney's fees, costs of copying documents, etc.) Under certain circumstances, the school may be required to reimburse you for your attorney's fees.

What if I disagree with the hearing officer's written decision?

If you disagree with the hearing officer's written decision, you may request a review of the decision by a civil court with jurisdiction. Your petition for judicial review must be submitted within 30 calendar days of the date you receive the written decision from the hearing officer.

Expedited Due Process Hearings and Appeals

An expedited due process hearing means that the due process hearing is conducted and the decision rendered within 20 school days from the date the request for a hearing is received by the school. The hearing officer's decision is due within 10 school days after the hearing is conducted.

An expedited due process hearing is available in only three situations:

- when you disagree with the school's determination that the student's behavior is not a manifestation of the student's disability;
- when you disagree with the student's disciplinary change of placement; or
- when the school believes that returning the student to his or her current placement (the placement prior to removal) is substantially likely to result in injury to the student or to others.

A request for an expedited due process hearing is made in the same manner as a request for all other due process hearings. A resolution session must occur within seven (7) calendar days of the date of the hearing request unless you and the school agree to waive the session or participate in mediation instead. The requirements of sufficiency of the due process request are not applicable in an expedited hearing.

If the issues have not been resolved within 15 calendar days of the date of the hearing request, the hearing may proceed. The hearing officer may not grant any extensions of time in an expedited hearing.

Can the hearing officer change my child's placement to an interim alternative educational setting if he or she poses a risk of harm to self or others?

Yes. If the school demonstrates by substantial evidence that there is a danger that your child or other students are likely to be injured if your child stays in his or her current placement, the hearing officer may change your child's educational placement to an interim alternative educational placement for up to 45 school days.

If I have an attorney during the due process hearing, appeal, or court proceeding, can I be reimbursed by the school for my attorney's fees?

If an attorney represents you during a due process hearing (including an appeal and subsequent civil action), the court may award you reasonable attorney's fees if you ultimately prevail. You may also be eligible for an award of attorney fees if you are the prevailing party and were substantially justified in rejecting the school's settlement offer. The school may negotiate with you or your attorney regarding the amount of reimbursement and, if necessary, about who prevailed. If agreement is not reached through these negotiations, you may file an action in state or federal court for resolution of the disagreement.

The school or the IDOE may also ask that your attorney pay the school's or the IDOE's attorney's fees if your attorney requests a hearing or files a subsequent cause of action that is frivolous, unreasonable or without foundation or if your attorney continued to litigate after the litigation was obviously frivolous, unreasonable or without foundation. The school or the IDOE may also ask that you or your attorney pay their attorney's fees if your hearing request was made for any improper purpose, such as to harass, to unnecessarily delay, or to needlessly increase cost of litigation.

An action for attorney fees must be filed in a state or federal court within 30 calendar days after a final decision that is not appealed. Any fees awarded must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded under the IDEA and Article 7.

The court may not award attorneys' fees for:

- services performed after the school made a timely written settlement offer to you if:
 - the relief you finally obtained is not more favorable to you than the school's settlement offer (unless you were justified in rejecting that settlement offer), and
 - the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins and the offer is not accepted within 10 days;
- any meeting of the CCC, unless the meeting was convened as result of an administrative proceeding or judicial action;
- a mediation session that was conducted prior to the time the due process hearing request was filed; or
- your attorney's attendance at the resolution meeting.

The court may reduce an award for attorneys' fees if:

- You or your attorney unreasonably protracted the final resolution of the controversy;
- The fees unreasonably exceed the hourly rate prevailing in the community for similar services by attorneys of comparable skills, reputation, and experience;
- The time spent and legal services furnished were excessive, considering the nature of the

- action or proceeding; or
- Your attorney or you did not provide the school with appropriate information in the due process hearing request.

The court may not reduce reimbursement for attorney fees if the court finds that the school (or in some cases, the IDOE) unreasonably protracted the final resolution of the action or proceeding or there was a violation of 20 USC §1415.

Appeal

Each party has the right to appeal the hearing officer's written decision, and the appeal procedures are the same, except the petition for review must be filed with the BSEA and other parties involved in the proceeding no later than three (3) business days from the date of receiving the hearing officer's decision. Any reply to the petition for review must be filed and received by the other parties within three (3) business days of the date the petition for review is filed.

When a request for review is made, the BSEA:

- cannot grant any extensions of time;
- cannot hear oral argument;
- may nominate a single member of the BSEA to review the hearing record and issue a decision without the participation of the other two BSEA members; and
- must issue a written decision within 10 business days of the date of the BSEA's receipt of the request for review.

Student's placement and status during due process proceedings (hearing, appeal, judicial review)

Generally, during any of these proceedings, the student remains in his or her current placement, unless you and the school agree to a different placement. However, there are these exceptions to this general rule:

- If the proceeding involves the student's initial admission to school, the student will be placed in school until the proceedings are completed, as long as you consent to such placement.
- If the proceeding involves a disagreement about the student's interim alternative educational setting, the student remains in the interim alternative educational setting chosen by the school for up to 45 school days, pending the hearing officer's decision, unless you and the school agree on a different placement.

RESOURCES

If you need help in understanding the Notice or have any questions about the safeguards or other provisions of Article 7, you may contact any of the following agencies:

Indiana Department of Education

Office of Special Education
115 West Washington Street
South Tower #600
Indianapolis, IN 46204
Telephone: 317-232-0570
Fax: 317-232-0589
Toll-free: 1-877-851-4106

IN*SOURCE (Indiana Resource Center for Families with Special Needs)

1703 South Ironwood
South Bend, IN 46613-1036
Telephone: 574-234-7101
Fax: 574-234-7279
Toll-free 1-800-332-4433

About Special Kids (ASK)

4755 Kingsway Drive, Suite 105A

Indianapolis, IN 46205

Telephone: 317-257-8683

Fax: 317-251-7488

Toll-free: 1-800-964-4746 (Voice)

Toll-free: 1-800-831-1131 (TTY)

Indiana Protection & Advocacy Commission

4701 North Keystone Avenue, Suite 222

Indianapolis, IN 46205

Telephone: 317-722-5555

Fax: 317-722-5564

Toll-free: 1-800-622-4845 (Voice)

Toll-free: 1-800-838-1131 (TTY)

DEPARTAMENTO DE EDUCACIÓN DE INDIANA
AVISO DE SALVAGUARDIAS PROCESALES
Vigente a partir de julio del 2013

Como padre de un hijo que tiene o puede tener una discapacidad, las leyes federales y estatales le dan ciertos derechos, llamados salvaguardias procesales. Si desea recibir una explicación más detallada de estos derechos, debe ponerse en contacto con el rector de la escuela de su hijo, un administrador escolar, su director de educación especial local o cualquiera de los recursos indicados en la última página de este aviso de salvaguardias procesales (de aquí en adelante llamado el "Aviso"). También puede ponerse en contacto con el Departamento de Educación de Indiana, Centro para Estudiantes Excepcionales, 151 West Ohio Street, Indianapolis, IN 46204; (317) 232-0570 o gratis al (877) 851-4106. Este Aviso hace referencia a la División, que significa la División de la Educación Especial dentro del Departamento de Educación de Indiana (llamado ahora el Centro para Estudiantes Excepcionales, Oficina de Educación Especial).

Una copia de este Aviso debe ser entregada a los padres una vez cada año y al momento de:

- La remisión inicial o la petición de evaluación por parte del padre;
- La presentación de la primera queja durante el año escolar;
- La presentación de la primera audiencia de debido procedimiento durante el año escolar;
- La fecha en que la escuela decide tomar la acción disciplinaria que constituye un cambio de colocación, incluido el retiro a un entorno educativo alternativo interino por armas, drogas o lesiones corporales graves; y
- La petición del padre.

Usted puede decidir de recibir el Aviso mediante comunicación por correo electrónico, si la escuela pone esa opción a su disposición.

Términos de educación especial

Artículo 7 significa las regulaciones de educación especial de Indiana que se encuentran en el Código Administrativo de Indiana (IAC) en 511 IAC 7-32 hasta 7-47.

Comité de Conferencia del Caso (CCC) es un grupo que consta de personal escolar y de los padres del estudiante, que es responsable de determinar la elegibilidad del estudiante para recibir educación especial y servicios relacionados, y de elaborar y revisar el programa de educación individualizado del estudiante (IEP).

Día significa un día calendario, a menos que se indique expresamente que es un día escolar, un día educacional o un día comercial.

Educación Pública Apropiada Gratis (FAPE, por su sigla en inglés) significa educación especial y servicios relacionados que:

- Son proporcionados bajo supervisión escolar pública y sin costo al padre;
- Cumplen con los estándares del Departamento de Educación de Indiana (IDOE, por su sigla en inglés);
- Incluyen la infancia temprana (jardín de infantes), educación elemental y secundaria;
- Son proporcionados de acuerdo con el IEP del estudiante; e
- Incluyen créditos de curso ganados y un diploma por requisitos académicos al mismo grado que el crédito es concedido a estudiantes sin discapacidades.

IDEA significa la Ley de Mejora de la Educación de Individuos con Discapacidades e incluye la ley federal y las regulaciones que rigen la educación especial.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised by the CCC describing how the student will access the general education curriculum (if appropriate) and the special education and related services to be provided. A **Transition IEP** is an IEP developed for a student who will turn 14 or enter the 9th grade during the time the IEP is in effect.

Student With a Disability means a student who has been evaluated in accordance with Article 7 and determined by the case conference committee to be eligible for special education and related services. Each

student with a disability who is enrolled in public school is entitled to a free appropriate public education.

Tanto usted como la escuela comparten un papel en la educación de su hijo. Si hay asuntos o inquietudes respecto a la educación de su hijo, usted y el profesor de su hijo deberían hablar al respecto. Le exhortamos a que se involucre de manera activa en la educación de su hijo.

AVISO ESCRITO

La escuela debe darle un *aviso escrito* cuando:

- Se propone iniciar o cambiar la identificación, la evaluación, la colocación de educación especial o algo relacionado con el suministro de una FAPE a su hijo; o
- Se niega a iniciar o cambiar la identificación, la evaluación, la colocación de educación especial o algo relacionado con el suministro de una FAPE a su hijo.

Esto significa que la escuela debe darle el aviso escrito cuando se propone o se niega:

- A realizar una evaluación inicial;
- A realizar una reevaluación;
- A determinar/identificar la elegibilidad inicial de un niño; o
- A cambiar algo en el IEP de su hijo, como la colocación educativa, la educación especial o servicios relacionados o algo relacionado con el suministro de una FAPE.

Avisos y plazos

El **Aviso de la Evaluación Inicial** y el **Aviso de la Reevaluación** deben incluir:

- Una declaración de que la escuela se propone o rechaza realizar la evaluación inicial o la reevaluación;
- Una descripción de cada procedimiento de evaluación, valoración, registro o informe que la escuela usó como base para su acción propuesta o rechazada;
- Una descripción de otros factores relevantes a la propuesta o negación de la escuela a realizar la evaluación inicial o reevaluación;
- Si se propone realizar una evaluación inicial:
 - Una descripción de cualquier procedimiento de evaluación que la escuela se propone realizar.
 - El plazo para realizar la evaluación y convocar la reunión del CCC.
 - Una explicación de cómo obtener una copia del informe de evaluación, sin costo alguno, al menos cinco (5) días escolares antes de la reunión inicial del CCC y
 - Una explicación de cómo solicitar una reunión con alguien que pueda explicar los resultados de la evaluación, al menos cinco (5) días escolares antes de la reunión inicial del CCC;
- Si se propone realizar una reevaluación:
 - Una descripción del proceso de reevaluación,
 - y El plazo para realizar la reevaluación y convocar la reunión del CCC
- Si se niega a realizar la evaluación inicial o la reevaluación, una explicación de su derecho a impugnar la decisión de la escuela mediante la solicitud de mediación o de una audiencia de debido procedimiento;
 - Una declaración de que el padre de un estudiante con una discapacidad tiene protección bajo la disposición de salvaguardias procesales de 511 IAC 7-37-1; y
 - Una lista de fuentes con las que los padres pueden ponerse en contacto para obtener ayuda a fin de entender el Artículo 7.

¹ Los nombres actuales de estos avisos escritos pueden diferenciarse a través de corporaciones escolares y escuelas con carta esta tutoria.

Plazo: el padre debe recibir el **Aviso de Evaluación Inicial** y el **Aviso de Reevaluación** como máximo 10 días escolares después de la fecha en que la escuela recibe la petición del padre de una evaluación.

Para las evaluaciones educativas iniciales, el **Aviso de Conclusiones Iniciales y Acción Propuesta** debe incluir:

- Una descripción y las conclusiones totales de cada evaluación, procedimiento, avalúo, registro o informe que la escuela usó como base para la elegibilidad inicial propuesta;
- Una descripción de la elegibilidad propuesta; y
- Una explicación de por qué la escuela puede proponer esta acción (elegibilidad).

Plazo: el padre debe recibir el aviso escrito antes de una reunión inicial del CCC al menos cinco (5) días escolares antes de la reunión inicial del CCC.

El **Aviso Escrito** sobre los cambios propuestos o rechazados en un IEP debe incluir:

- Una descripción de la acción propuesta o rechazada por la escuela;
- Una explicación de por qué la escuela propone o rechaza tomar la acción;
- Una descripción de cada evaluación, procedimiento, avalúo, registro o informe que la escuela usó como base para la acción propuesta o rechazada;
- Una descripción de cualquier otra opción que el CCC consideró y los motivos por los cuales esas opciones fueron rechazadas;
- Una descripción de cualquier otro factor que es relevante para la propuesta o negación de la escuela;
- Una declaración de que el padre de un estudiante con una discapacidad tiene protecciones bajo las disposiciones de salvaguardias procesales descritas en 511 IAC 7-37-1 y cómo usted puede conseguir una copia de una descripción del Aviso;
- Una declaración de que usted tiene derecho a impugnar la acción propuesta o rechazada después de recibir el aviso escrito sobre cualquier IEP subsiguiente a la IEP inicial, mediante:
 - la solicitud y la participación en una reunión con un funcionario escolar que tenga autoridad para facilitar la solución del desacuerdo,
 - la iniciación de la mediación, o
 - la solicitud de una audiencia de debido procedimiento;
- Una declaración que si usted objeta el IEP propuesto 10 días escolares después de recibir el aviso escrito, la escuela debe seguir poniendo en práctica el IEP actual (excepto conforme a 511 IAC 7-42-8 (e) y (f) en cuanto a estudiantes recién matriculados con un IEP de otro distrito escolar); y
- Las fuentes con las que usted se debe comunicar a fin de recibir ayuda para comprender sus derechos.

Plazo: el padre debe recibir el aviso escrito respecto a los cambios propuestos o rechazados en un IEP al menos 10 días escolares antes de que la escuela emprenda la acción propuesta en el Aviso Escrito.

Todos los avisos escritos deben ser impresos en un formato que sea fácil de leer, deben estar en un lenguaje comprensible al gran público y deben estar en la lengua materna u otro modo de comunicación, a menos que no sea claramente factible hacerlo así. Si este no es un lenguaje escrito, la escuela debe tomar medidas para asegurar que el aviso sea traducido oralmente o por otros medios en su lengua materna u otro modo de comunicación. Si su lengua no es un lenguaje escrito, la escuela debe asegurar y documentar que usted entiende el aviso.

CONSENTIMIENTO PATERNAL

La escuela necesita su **consentimiento escrito** (su acuerdo) antes de que pueda hacer ciertas cosas en cuanto al programa de educación especial de su hijo.

¿Cuáles son las limitaciones en mi consentimiento?

La escuela debe asegurar que su respuesta negativa de consentir a un servicio o actividad no le niega usted o a su hijo el derecho a recibir otros servicios, beneficios o actividades proporcionadas por la escuela.

¿Qué pasa si discrepo de la acción que la escuela propone o niega en un IEP subsiguiente?

Cuando la escuela propone o rechaza una acción acerca de la educación especial y servicios relacionados de su hijo, debe proveerle el aviso escrito, y usted debe recibir ese aviso al menos 10 días escolares antes de que la escuela pueda tomar la acción propuesta. Si usted discrepa de la acción propuesta descrita en el aviso escrito, usted puede:

- Solicitar y participar en una reunión con un funcionario escolar que tenga la autoridad para resolver el desacuerdo;
- Iniciar la mediación; o
- Solicitar una audiencia de debido procedimiento.

Si usted emprende cualquiera de estas acciones dentro de 10 días escolares después de recibir el aviso escrito, la escuela no puede iniciar la acción propuesta y debe seguir poniendo en práctica el IEP actual del estudiante.

Si usted no emprende cualquiera de estas acciones dentro de 10 días escolares después de recibir el aviso escrito, la escuela puede poner en práctica (iniciar) la acción propuesta.

Usted puede emprender cualquiera de estas acciones después de 10 días escolares a partir de la fecha en que recibe el aviso escrito, pero la escuela puede seguir poniendo en práctica la acción propuesta.

EVALUACIONES

Una evaluación educativa es un procedimiento para recolectar la información sobre un niño a fin de determinar si un estudiante tiene una discapacidad, e informar al CCC sobre la educación especial de su hijo y las necesidades de servicio relacionadas. La información es recopilada de una variedad de fuentes (incluidos los padres) y mediante una variedad de instrumentos de evaluación.

Evaluación educativa inicial

Si sospecha que su hijo tiene una discapacidad y requiere educación especial y servicios relacionados, usted puede solicitar que la escuela realice una evaluación educativa inicial de su hijo. Una evaluación completa debe ser realizada antes de que el CCC pueda determinar si un estudiante es elegible para recibir educación especial y servicios relacionados. Se requiere su consentimiento escrito antes de que la escuela pueda realizar la evaluación.

¿Cómo solicito una evaluación educativa inicial?

Usted puede solicitar que la escuela realice una evaluación educativa inicial de su hijo de las siguientes maneras:

- enviando una petición escrita firmada al personal escolar autorizado (p.ej., profesor, rector, consejero de dirección o psicólogo escolar), o
- haciendo una petición verbal al personal escolar autorizado.

La escuela debe enviarle el aviso escrito sobre la evaluación y obtener su consentimiento escrito antes de realizar la evaluación.

Consentimiento significa que:

- Usted ha sido totalmente informado, en su lengua materna u otro modo de comunicación, de toda la información en cuanto a la acción/actividad para la cual se solicita su consentimiento.
- Usted entiende y está de acuerdo por escrito con la acción/actividad para la cual la escuela pide su consentimiento, y el documento que la escuela le pide firmar (para indicar su consentimiento) incluye una descripción de la acción/actividad para la cual se solicita el consentimiento, una lista de los registros (si los hay) que serán divulgados, y a quién.
- Usted entiende que el consentimiento es voluntario de su parte y que puede revocar (retirar) su consentimiento en cualquier momento. Si usted revoca su consentimiento, esto no es retroactivo y no anula una acción que la escuela ya haya tomado.

La escuela debe obtener su consentimiento en las siete (7) circunstancias siguientes:

1. Antes de que su hijo sea evaluado por primera vez

La escuela no puede realizar una evaluación inicial de su hijo para determinar si es elegible para recibir educación especial y servicios relacionados sin proveerle primero el aviso escrito de la evaluación inicial propuesta y obtener su consentimiento escrito. La escuela debe hacer un esfuerzo razonable para obtener su consentimiento para una evaluación inicial.

Su consentimiento para la evaluación inicial no significa que usted también da el consentimiento para que la escuela proporcione educación especial y servicios relacionados.

Si su hijo está o será matriculado en una escuela pública y usted rechaza dar el consentimiento para una evaluación inicial o no responde a la petición de la escuela de su consentimiento, la escuela puede (pero no se requiere) utilizar la mediación o una audiencia de debido procedimiento para obtener su consentimiento. La escuela no violará su obligación de localizar, identificar y evaluar a su hijo si no solicita la mediación o una audiencia de debido procedimiento.

2. Antes de que la escuela pueda proporcionar educación especial y servicios relacionados por primera vez

La escuela debe obtener su consentimiento informado antes de proporcionar educación especial y servicios relacionados a su hijo por primera vez. La escuela debe hacer un esfuerzo razonable para obtener su consentimiento para la iniciación de la educación especial y los servicios relacionados. Si usted rechaza dar el consentimiento para que empiecen los servicios o si no responde a la petición de la escuela de su consentimiento, la escuela no puede usar la mediación o una audiencia de debido procedimiento para anular la falta de consentimiento.

Si usted no proporciona el consentimiento y, como consecuencia de esto, la escuela no proporciona educación especial y servicios relacionados, la escuela no está en violación del requisito para poner una FAPE a disposición de su hijo y no se requiere tener una reunión CCC o elaborar un IEP para la educación especial y servicios relacionados para los cuales la escuela solicitó su consentimiento.

3. Antes de que la escuela revalúe a su hijo, a menos que la escuela pueda demostrar que ha tomado medidas razonables para obtener su consentimiento pero usted no ha respondido

Si su hijo se encuentra elegible y recibe servicios de educación especial, una reevaluación de su hijo debe ser considerada al menos una vez cada tres años. La escuela puede reevaluar a su hijo sin su consentimiento escrito si la escuela tomó medidas razonables para obtener su consentimiento y usted no respondió.

Si usted se niega a aceptar una reevaluación de su hijo, la escuela puede (pero no se requiere) utilizar la mediación o una audiencia de debido procedimiento para anular su negación a consentir. La escuela no violará su obligación de localizar, identificar y evaluar a su hijo si esto no solicita la mediación o una audiencia de debido procedimiento.

4. Antes de que la escuela pueda tener el acceso a los beneficios públicos o el programa de seguro o los beneficios de seguro privado de su hijo

Con su consentimiento, la escuela puede usar Medicaid u otros beneficios públicos o seguro público o su seguro privado para proveer o pagar por los servicios de educación especial o servicios relacionados. Si usted se niega dar su consentimiento a la escuela para facturar a Medicaid o a su seguro privado para los servicios cubiertos en el IEP o IFSP, la escuela tiene que seguir proporcionando todos los servicios requeridos por IEP o IFSP sin costo para usted.

Sus Derechos y Protecciones:

- Si usted elige dar su consentimiento o después retirar su consentimiento, la escuela tiene que seguir proporcionando a su hijo todos los servicios requeridos del IEP o IFSP sin costo para usted.
- Si usted da su consentimiento, usted tiene el derecho de retirar su consentimiento en cualquier momento.
- La escuela puede no requerir que usted se inscriba en Medicaid u otro programa de cobertura pública de salud como condición de proporcionar los servicios de IEP o IFSP que es requerida proporcionar sin costo a usted.
- La escuela no puede usar los beneficios públicos de usted (Medicaid) si al hacerlo:
 - agotaría las limitaciones de los beneficios del plan (por ejemplo, disminuir el número visitas cubiertas o causarle a usted pagar por los servicios fuera de la escuela que de lo contrario sería cubiertos);
 - causaría a usted pagar un deducible, co-pago u otro gasto de bolsillo;
 - aumentaría su prima de seguro o conducir a cancelación de los beneficios; o
 - pondría en peligro la elegibilidad de su hijo para los servicios de exención basados en el hogar y la comunidad de Medicaid.

5. Antes de que la escuela puede liberar los registros educativos del estudiante a funcionarios de cualquier agencia participante que provee o paga por servicios de transición, o invitar a la reunión del CCC a un representante de cualquier agencia participante (diferente a una agencia pública) que puede proveer o pagar por servicios de transición

Si su hijo cumple 14 años de edad o entrará al noveno grado durante el tiempo en que el IEP esté vigente, el CCC debe elaborar un IEP de Transición diseñado para ayudar a preparar a su hijo para hacer la transición de la vida secundaria a la vida postsecundaria. Hay varias agencias que asisten a los estudiantes con servicios de transición. La escuela debe obtener su consentimiento escrito antes de compartir los registros educativos de su hijo con Servicios de Rehabilitación Profesionales o cualquier otra agencia participante que pueda proveer o pagar servicios de transición. Cuando el CCC está elaborando o revisando un IEP de Transición y es apropiado incluir a un representante de cualquier agencia participante que pueda proveer o pagar servicios de transición, la escuela debe obtener su consentimiento antes de invitar al representante de la agencia a la reunión del CCC.

6. Antes de que el distrito escolar del domicilio legal y el distrito escolar donde la escuela no pública (privada) está localizada puedan intercambiar la información sobre un estudiante que ha sido unilateralmente matriculado en una escuela no pública

Si usted matricula unilateralmente a su hijo en una escuela no pública en un distrito escolar diferente al distrito escolar del domicilio legal de su hijo, el distrito escolar donde la escuela no pública está localizada es responsable de localizar, identificar, evaluar y, de ser elegible, poner servicios a disposición de su hijo. Si en cualquier momento, el distrito escolar que sirve la escuela no pública y el distrito escolar del domicilio legal tienen que compartir la información sobre un estudiante, usted debe proporcionar su consentimiento escrito antes de que esto tenga lugar.

7. Antes de que el representante de la agencia pública, el profesor de acta, el profesor de educación general o el estratega educacional (individuo que puede interpretar las implicaciones educacionales de la evaluación) pueden ser excusados de asistir y de participar en toda o en parte de una reunión del CCC

La escuela debe obtener su consentimiento escrito antes de que cualquiera de los cuatro participantes del CCC escolares requeridos puedan ser excusados en toda o en parte de una reunión del CCC, si se va a hablar sobre su área de competencia o a modificarla. Con su acuerdo, el miembro puede ser excusado si:

- El área del plan de estudios o de servicio relacionado del miembro no está siendo modificada o analizada en la reunión del CCC; o
- La reunión del CCC implica la modificación o la discusión del área del plan de estudios o servicio relacionado del miembro y éste consiente en asistir a la parte relevante de la reunión, o le presenta su opinión escrita en la elaboración del IEP a usted y a otros miembros del CCC antes de la reunión del CCC.

Su consentimiento no se requiere:

- Cuando la escuela revisa datos existentes o información como parte de una evaluación inicial o una reevaluación;
- Cuando la escuela administra una prueba u otra evaluación que es dada a todos los niños a menos que se requiera el consentimiento de todos los padres;
- Cuando un profesor o el especialista administra un instrumento de evaluación para determinar las estrategias educacionales apropiadas para la realización del plan de estudios;
- Cuando los datos de monitoreo del progreso son recolectados para estudiantes que participan en un proceso de respuesta a la intervención; o
- Cuando la escuela propone de cambiar la identificación de su hijo, la colocación, la educación especial, los servicios relacionados o el suministro de la FAPE (pero ver la sección de abajo: “¿Qué pasa si discrepo de la acción que la escuela propone o se niega en un IEP subsiguiente?”)

¿Puedo rehusar el consentimiento?

Sí. Sin embargo, si usted se rehúsa a consentir en una evaluación inicial o reevaluación, la escuela puede pedirle que participe en una mediación sobre el asunto o puede iniciar una audiencia de debido procedimiento. La escuela puede no usar la mediación o el proceso debido si usted se niega a aceptar el suministro inicial de educación especial y servicios relacionados.

¿Puedo retirar (revocar) mi consentimiento después de que lo he otorgado?

Sí. Usted tiene derecho a cambiar de opinión. Dar al consentimiento es voluntario. Usted puede revocar (retirar) su consentimiento por escrito en cualquier momento. Su revocación escrita debe enviarse a la escuela o al director de educación especial. Si usted revoca su consentimiento, no es retroactivo y no anula cualquier acción que la escuela ya haya tomado.

¿Qué sucede si revoco mi consentimiento de servicios?

Al revocar su consentimiento de servicios, usted está diciendo que la escuela debe terminar de proveer toda la educación especial y los servicios relacionados. Esto incluye toda la instrucción especializada, servicios relacionados, acomodaciones, adaptaciones, modificaciones, y cualquier otra cosa proveído en el IEP del estudiante. Usted no puede revocar consentimiento de solo unas partes de la educación especial.

Después de notificar a la escuela de su revocación de consentimiento, la escuela le tiene que proveer a usted un aviso por escrito que ya no van a proveer servicios al estudiante 10 días escolares después que usted recibe el aviso por escrito. Después de 10 días escolares, el estudiante será puesto en clases de educación general sin un IEP, y el estudiante no estará considerado como estudiante con discapacidad. Eso significa que el estudiante estará sometido a los mismos estándares de responsabilidad, expectativas, y consecuencias disciplinarias que cualquier otro estudiante que no tiene una discapacidad.

¿Qué sucede si cambio de opinión y decido que quiero que el estudiante empiece a recibir servicios de educación especial de nuevo?

Usted tendrá que solicitar y consentir a una evaluación inicial, y el comité de conferencia del caso tiene que determinar que el estudiante es elegible para educación especial y servicios relacionados. Consulte la sección sobre Evaluaciones para más información.

¿Cuáles son los plazos para una evaluación inicial?

La evaluación inicial debe ser realizada y el CCC convocado 50 días escolares después de la fecha en que la escuela recibe su consentimiento escrito. Si su hijo ha participado en un proceso de respuesta a la intervención (Rtl, por sus iniciales en inglés) y no ha hecho el progreso adecuado dentro de un período de tiempo apropiado, la escuela debe realizar la evaluación inicial y convocar al CCC 20 días escolares después de la fecha en que recibe su consentimiento escrito.

¿Cómo consigo una copia del informe de evaluación inicial y puedo reunirme con alguien que puede explicarme los resultados de la evaluación antes de la reunión inicial del CCC?

Al momento en que proporciona su consentimiento escrito para la evaluación inicial, usted puede solicitar que la escuela le provea de una copia del informe de evaluación y/o solicitar una reunión con alguien que pueda explicarle los resultados de la evaluación antes de la reunión inicial del CCC. A petición suya, la escuela debe proveerle una copia del informe y arreglar una reunión con alguien que pueda explicarle los resultados de la evaluación. Ambas cosas deben ocurrir al menos cinco (5) días escolares antes de la reunión inicial del CCC. Si usted no solicita que una copia del informe le sea proporcionada antes de la reunión del CCC, la escuela le proveerá una copia en la reunión inicial del CCC.

Reevaluación

Si su hijo es encontrado elegible y recibe servicios de educación especiales, el CCC debe considerar la necesidad de reevaluación de su hijo al menos una vez cada tres años, a menos que usted y la escuela estén de acuerdo en que la reevaluación no es necesaria. Si, en cualquier momento durante el período de tres años, usted cree que una reevaluación es necesaria, puede solicitar una reevaluación (verbalmente o por escrito) al personal licenciado. La escuela debe proveerle el aviso escrito sobre la reevaluación y debe obtener su consentimiento antes de realizarla. A menos que la reevaluación esté siendo realizada para restablecer la elegibilidad de su hijo, se debe realizar la reevaluación y el CCC debe reunirse 50 días escolares después de la fecha en que la escuela recibe su consentimiento escrito. No se requiere su consentimiento para una reevaluación si la escuela hizo esfuerzos razonables para obtener su consentimiento y usted no respondió.

A menos que usted y la escuela estén de acuerdo en algo distinto, una reevaluación para restablecer la elegibilidad de su hijo no puede ocurrir más de una vez por año.

Evaluación educativa independiente

Usted tiene derecho a solicitar una evaluación educativa independiente de su hijo a expensas de la escuela si usted discrepa de la evaluación de la escuela. A petición suya de una evaluación educativa independiente, la escuela debe proveerle la información sobre dónde puede obtenerse una evaluación educativa independiente y los criterios que se aplican a las evaluaciones educativas independientes.

Si usted obtiene una evaluación educativa independiente a expensas públicas, los resultados de la evaluación deben ser considerados por el CCC y pueden usarse en una audiencia de debido procedimiento.

¿Qué es una evaluación educativa independiente?

"Una evaluación educativa independiente" o IEE significa una evaluación realizada por un evaluador calificado que no es empleado de la escuela que proporciona la educación de su hijo.

¿Qué significa "a expensas públicas"?

"A expensas públicas" significa que la escuela paga el costo total de la evaluación o asegura que la evaluación le sea proporcionada sin costo alguno.

¿Qué pasa si solicito una evaluación educativa independiente a expensas públicas?

Si usted solicita una IEE a expensas públicas, la escuela debe, dentro de los siguientes 10 días hábiles después de recibir su petición:

- notificarle por escrito que le pagará una IEE, o
- iniciar una audiencia de debido procedimiento para hacer que un oficial de audiencia decida si la evaluación de la escuela es apropiada.

Si usted solicita un IEE, la escuela puede pedirle los motivos por los que usted discrepa de la evaluación de la escuela. Sin embargo, no se requiere su explicación, y la escuela no puede demorar el suministro de la IEE a expensas públicas o la petición de una audiencia de debido procedimiento para defender su evaluación.

Si la escuela inicia una audiencia de debido procedimiento y la decisión del oficial de la audiencia consiste en que la evaluación de la escuela es apropiada, usted todavía tiene derecho a una IEE, pero la escuela no pagará por ella.

¿Cuántas evaluaciones educativas independientes puedo solicitar?

Usted tiene derecho a sólo una (1) IEE a expensas públicas cada vez que la escuela realiza una evaluación de la cual usted discrepa.

¿Y si obtengo una evaluación educativa independiente a mi propio costo?

Si usted obtiene una IEE a su propio costo y la evaluación cumple con los criterios de la escuela para una evaluación, los resultados de la evaluación deben ser considerados por el comité de conferencia del caso. Usted también puede usar los resultados de la IEE obtenidos de manera privada en una audiencia de debido procedimiento en cuanto a su hijo.

Usted tiene derecho a solicitar una audiencia de debido procedimiento para obtener el reembolso del costo de la IEE. El oficial de la audiencia determinará si usted tiene derecho al reembolso. Sin embargo, el oficial de la audiencia no puede pedir el reembolso si la IEE obtenida de manera privada no cumplió con los criterios de la escuela para una evaluación, a menos que la aplicación de esos criterios le niegue su derecho a cualquier IEE.

¿Cuáles son los criterios para una evaluación educativa independiente?

Si una IEE es pagada por la escuela, los criterios conforme a los cuales se obtiene la evaluación, incluida la ubicación de la evaluación y las calificaciones del evaluador, deben ser los mismos que los que la escuela utiliza cuando realiza una evaluación, en la medida en que los criterios sean consecuentes con su derecho a una IEE. Excepto estos criterios, la escuela no puede imponer condiciones o plazos relacionados con la obtención de una IEE a expensas públicas.

REUNIONES DEL COMITÉ DE CONFERENCIA DEL CASO

El CCC es un grupo de personas que lo incluye a **usted** y al personal escolar. El CCC es responsable de determinar la elegibilidad del estudiante, y, de ser elegible, elaborar el IEP del estudiante (incluido un IEP de Transición). En la elaboración de un IEP, el CCC debe tener en cuenta una variedad de factores generales y especiales y determinar la educación especial y los servicios relacionados que cumplirán con las necesidades únicas del estudiante, así como tratarán todos los componentes necesarios del IEP. La escuela debe tomar cualquier acción necesaria (incluido el suministro de un intérprete) para asegurarse que usted entiende lo que pasa en la reunión del CCC.

¿Cuáles son mis derechos y responsabilidades como miembro del CCC?

- Usted tiene derecho a participar en todas las reuniones del CCC de su hijo hasta que él o ella cumplan los 18 años de edad.
- Usted tiene derecho a participar después de que el estudiante cumple 18 años si ha obtenido la tutela o ha sido designado como representante educativo del estudiante.
- Usted tiene derecho a solicitar que el CCC se reúna si considerar que un componente requerido del IEP del estudiante tiene que ser cambiado para asegurar el suministro de una FAPE.
- Usted tiene derecho a hacer programar la reunión del CCC en una fecha, hora y lugar mutuamente convenidos.
- Si usted quiere participar, pero no puede asistir a la reunión del CCC en persona, puede participar por teléfono u otros medios.
- Usted puede traer a otras personas que considere tienen el conocimiento o la competencia especial sobre su hijo a cualquier reunión del CCC.

¿Cuándo se debe reunir el CCC?

- 50 días escolares después de recibir su consentimiento escrito para una evaluación educativa inicial o reevaluación (a menos que la reevaluación sea para restablecer la elegibilidad del estudiante).
- Al menos anualmente.
- A petición del padre o la escuela cuando cualquiera considere que un componente requerido del IEP del estudiante debe cambiarse para asegurar la disposición de un FAPE.
- 10 días escolares después de la inscripción de un estudiante cuando el estudiante había recibido servicios de educación especiales en la escuela a la que asistía previamente.
- 10 días escolares después de un cambio de colocación disciplinario para determinar si el comportamiento del estudiante es una manifestación de su discapacidad.
- Para determinar el entorno educativo alternativo interino (IAES, por su sigla en inglés), a menos que el IAES ya esté identificado en el IEP del estudiante.
- Al menos cada 60 días escolares cuando el estudiante recibe servicios en un entorno hogareño o alternative.

CONFIDENCIALIDAD Y ACCESO A REGISTROS EDUCATIVOS

La Ley de Privacidad y Derechos Educativos Familiares de 1974 (FERPA, por su sigla en inglés), así como otras leyes estatales y federales, rigen la confidencialidad de los registros educativo de un estudiante. La escuela debe proteger la confidencialidad de la información personalmente identificable acerca de su hijo durante la recolección, almacenamiento y destrucción de la información. Un funcionario escolar es responsable de asegurar la confidencialidad de la información y ha recibido formación sobre estos procedimientos. La escuela proporciona la formación en cuanto a la confidencialidad a cualquiera del personal que recolecta o mantiene esta información, y debe mantener una lista actualizada de los nombres y las posiciones de los empleados de la escuela que tienen acceso a la información personalmente identificable en el registro educativo de su hijo. Esta lista está disponible para la inspección pública. La escuela debe mantener un registro de esas personas, excepto padres y empleados autorizados del distrito escolar, que obtienen acceso al registro de un estudiante, incluidos nombres, fechas y objetivos del acceso. La escuela también debe proporcionarle, a petición suya, una lista de los tipos y las ubicaciones de los registros de educación recolectados, mantenidos o usado por la agencia.

Términos

Información de directorio significa la información sobre un estudiante contenida en el registro educativo del estudiante que generalmente no sería considerada dañina o una invasión de privacidad de ser revelada, que puede hacerse pública sin su consentimiento de acuerdo con la política de la escuela. Esto incluye información tal como nombre, dirección, nivel de grado, campo de estudio, fechas de asistencia y datos similares.

Registro educativo significa registros directamente relacionados con un estudiante y mantenidos por la escuela o alguien que actúa a nombre de la escuela. Los registros educativos incluyen, entre otras cosas, protocolos de pruebas que contienen información personalmente identificable en cuanto a un estudiante o IEP del estudiante, clips de audio, de vídeo, imágenes exploradas y otra información registrada o producida electrónicamente, pero no incluyen registros del personal educacional, de supervisión, administrativo o auxiliar que permanecen en la única posesión de quien los elabora, y únicamente se usan como un medio mnemotécnico personal, y no son accesibles o revelados a ninguna otra persona.

Información personalmente identificable significa la información por la cual es posible identificar a un estudiante con la certeza razonable incluida, entre otras, la siguiente:

- el nombre del estudiante, el padre del estudiante o cualquier otro miembro de la familia;
- la dirección del estudiante;
- un identificador personal como el seguro social del estudiante o el número de identificación del estudiante; y
- una lista de características personales, incluida la designación de discapacidad que haría posible la identificación del estudiante con certeza razonable.

Acceso al registro educativo de su hijo

¿Tengo derecho a ver el registro educativo de mi hijo?

Usted o su representante tiene derecho a inspeccionar y examinar el registro educativo de su hijo con respecto a la identificación, evaluación, colocación educativa y suministro de la FAPE a su hijo. La escuela debe dejarle mirar el registro de su hijo a menos que el tribunal haya decidido que usted no puede verlo, o su hijo ha cumplido 18 años de edad (y no se le ha designado ningún guarda). El padre que no tiene la custodia de su hijo tiene el mismo derecho de acceso, a menos que la escuela haya recibido una orden judicial en la que se termina o se restringe el acceso al registro del padre que no tiene la custodia. Si un registro incluye la información que concierne a su hijo y otros niños, usted tiene derecho a examinar sólo la información sobre su hijo.

La escuela no puede retrasar innecesariamente la oportunidad para que usted mire el registro y debe mostrarle el registro dentro de los siguientes 45 días calendario a partir de su petición o antes de cualquier reunión del comité de conferencia del caso, sesión de resolución o audiencia de debido procedimiento.

El derecho a inspeccionar y examinar registros educativos incluye el derecho a:

- una explicación e interpretación del registro de su hijo por parte del personal escolar;
- pedir que se hagan otros arreglos para examinar e inspeccionar, incluida la obtención de una copia del registro, si el no suministro por parte de la escuela de esas copias le priva de la oportunidad de examinar e inspeccionar el registro;
- una copia del registro si usted está involucrado en una audiencia de debido procedimiento pendiente; y
- a pedir que alguien inspeccione y examine el registro por usted (con su consentimiento).

La escuela puede cobrarle por las copias del registro, excepto por una copia del informe de evaluación e IEP, pero no puede cobrarle más que el costo real de la copia. Los honorarios no deben impedirle ver el registro o ejercer sus derechos de examinar o inspeccionar los registros. La escuela no puede cobrar honorarios por buscar registros.

¿Tiene la escuela que obtener mi consentimiento cada vez que desea revelar información personalmente identificable sobre mi hijo?

La escuela debe obtener su consentimiento escrito antes de que cualquier información personalmente identificable sobre su hijo pueda ser divulgada a cualquier persona que por otra parte no esté autorizada por la FERPA para tener acceso a ella, o a usarla para cualquier objetivo diferente al de cumplir los requisitos de la IDEA. Una agencia o institución educativa no puede divulgar información de registros educativos a agencias participantes sin el consentimiento paternal a menos que esté autorizada a hacerlo bajo la FERPA.

A la escuela se le puede requerir o permitir que revele el registro educativo del estudiante a otros, como a una nueva escuela a la que el estudiante asistirá o a autoridades de aplicación de la ley, cuando se reporta actividad criminal. Cuando un estudiante es transferido a una nueva escuela, el registro del estudiante incluirá el IEP actual y una declaración acerca de comportamientos que requirieron acciones disciplinarias actuales o pasadas. En otras situaciones, una declaración acerca de comportamientos que requirieron acciones disciplinarias actuales o pasadas será transmitida de acuerdo con las políticas contra la transmisión de registros de estudiantes sin discapacidades.

Hay varias situaciones en las cuales la escuela puede revelar la información personalmente identificable sobre su hijo sin su consentimiento. La escuela puede revelar la información sin su consentimiento a cualquiera de los siguientes casos:

- otros funcionarios escolares autorizados o individuos que actúan a nombre de la escuela;
- otra escuela donde el estudiante está matriculado o tiene intención de matricularse (pero la escuela debe tomar medidas razonables para notificarle de la divulgación);
- funcionarios de educación federales o estatales para auditoría, evaluación, acreditación u objetivos de imposición;
- en relación con ayuda financiera solicitada por el estudiante;
- agencias de justicia juvenil estatales o locales de acuerdo con el Código de Indiana (IC) 20-33-7-3;
- una organización que realiza un estudio a nombre de las agencias de educación federales o estatales;
- en respuesta a una orden judicial, citación administrativa o judicial legítimamente expedidas;
- el tribunal (cuando la escuela ha iniciado una demanda judicial contra usted o el estudiante, o cuando usted o el estudiante inicia una demanda judicial contra la escuela);
- partes apropiadas en una emergencia de seguridad o de salud;
- una organización de acreditación (para facilitar las funciones de acreditación de la organización);
- un padre de un estudiante menor de 18 años de edad; o
- un padre de un estudiante dependiente, según lo definido por el Código de Renta Interna.

Además, su consentimiento no es necesario para que la escuela revele la información de directorio (nombre, dirección, nivel de grado, etc.) para cuadros escolares, anuarios, ceremonias de premiación y acontecimientos similares. El registro de educación especial de un estudiante no es información de directorio.

Si usted se niega a aceptar la revelación de la información personalmente identificable cuando la escuela considera que es necesario compartir tal información, la escuela puede iniciar una audiencia de debido procedimiento para hacer autorizar la revelación. Si usted cree que la escuela ha violado alguna regla que rige los registros educativos, puede presentar una queja ante la División o la Oficina de Conformidad de la Política de Familia, Departamento de Educación de los Estados Unidos, 600 Independence Avenue SW, Washington DC 20202-4605.

¿Tengo derecho a examinar el registro de mi hijo cuándo él o ella se convierte en estudiante adulto?

Hasta que su hijo cumpla 18 años de edad, usted tiene acceso a todos los registros educativos mantenidos por la escuela. Cuando un estudiante cumple 18 años de edad (y no se ha designado ningún guardián), o cuando él o ella empieza a estudiar en una institución educativa postsecundaria, él o ella se convierte en "estudiante elegible" y los derechos bajo FERPA se trasladan a él/ella. Sin embargo, los padres retienen el acceso a los registros de estudiante de aquellos hijos que son sus dependientes para objetivos fiscales.

También, la escuela debe proporcionar cualquier aviso requerido bajo la IDEA tanto al estudiante como a los padres cuando el hijo cumple 18 años de edad.

Enmendar (cambiar) algo en el registro educativo de su hijo

¿Cómo cambio o enmiendo algo en el registro educativo de mi hijo?

Si usted cree que la información en el registro educativo de su hijo es inexacta o errónea, o que viola la

privacidad de su hijo u otros derechos, puede pedirle a la escuela que enmiende el registro. Su petición de enmienda firmada y fechada debe especificar la información que usted cree es inexacta, engañosa, o que viola los derechos de su hijo, y debe enviarse al rector de la escuela de su hijo o al director local de educación especial. Dentro de los siguientes 10 días hábiles después de recibir su petición, la escuela le notificará si consiente en enmendar el registro. Si la escuela está de acuerdo, se debe cambiar el registro dentro de un período razonable del tiempo.

¿Qué pasa si la escuela rechaza mi petición de cambiar o enmendar el registro educativo de mi hijo?

Si la escuela se niega a enmendar el registro, debe notificarle por escrito dentro de 10 días hábiles después de que recibe su petición de enmendar el registro e informarle que usted tiene derecho a una audiencia para impugnar la información contenida en el registro educativo del hijo. Si usted solicita una audiencia para impugnar la información en el registro de su hijo, la escuela debe realizar la audiencia. Una audiencia para enmendar el registro educativo de un estudiante no es lo mismo que una audiencia de debido procedimiento de educación especial y será realizada según los requisitos de la FERPA. La escuela debe:

- realizar la audiencia dentro de 15 días hábiles después de que ha recibido la petición de audiencia de parte suya o del estudiante elegible;
- darle a usted o al estudiante elegible el aviso escrito, al menos cinco (5) días hábiles por adelantado, sobre la fecha, la hora y el lugar de la audiencia; y
- darle a usted o al estudiante elegible una oportunidad completa y justa de presentar pruebas relevantes a las cuestiones presentadas. Usted o el estudiante elegible, con los gastos asumidos por usted o por el estudiante elegible, puede ser asistido o representado por uno o varios individuos de su elección, incluso un abogado.

Cualquier individuo, incluso un funcionario escolar que no tenga un interés directo en el resultado de la audiencia, puede realizar la audiencia. El oficial de la audiencia debe someter su decisión escrita dentro de 10 días hábiles después de que se realiza la audiencia. La decisión del oficial de audiencia debe basarse únicamente en pruebas presentadas en la audiencia, y debe incluir un resumen de las pruebas y los motivos de la decisión.

Si, a consecuencia de la audiencia, el oficial de la audiencia decide que la información en cuestión es inexacta, engañosa, o es una violación de los derechos de su hijo, la escuela debe cambiar el registro e informarle por escrito del cambio. Si el oficial de la audiencia determina que la información en cuestión es exacta y no errónea, y no es una violación de los derechos de su hijo, la escuela debe informarle de su derecho de colocar una declaración en el registro educativo de su hijo en la que se comenta sobre la información disputada y los motivos de su desacuerdo. La escuela debe mantener su declaración en el registro educativo durante el tiempo que mantenga el registro, y si los registros son revelados a alguien, con su consentimiento escrito, sus comentarios también serán revelados.

Destrucción de registros

La escuela mantiene el registro educativo de un estudiante durante al menos tres años después de que el estudiante sale del programa de educación especial. La escuela le informará cuando la información personalmente identificable que la escuela recopiló, mantuvo o utilizó ya no es necesaria para proporcionar servicios educativos al estudiante. Usted puede solicitar que la escuela destruya esta información. La destrucción de información significa que la escuela destruirá físicamente la información o quitará los identificadores personales de modo que la información ya no sea personalmente identificable. Sin embargo, la escuela tiene derecho a mantener un registro permanente, incluido el nombre del hijo, la dirección, el número de teléfono, las calificaciones, los registros de asistencia, las clases asistidas, el nivel de grado completado y el año completado, sin limitación de tiempo. Los detalles adicionales están disponibles en el aviso anual que la escuela pública.

TRANSFERENCIA DE DERECHOS A LOS 18 AÑOS DE EDAD

Quando un estudiante cumple los 18 años de edad, todos los derechos de educación especial que pertenecían al padre son transferidos al estudiante de 18 años de edad, a menos que:

- el tribunal haya designado un guardián; o
- se haya designado un representante educativo.

Si el tribunal ha designado un guardián, los derechos educativos se trasladan al guardián, a menos que la orden judicial especifique algo diferente. Si se ha designado un representante educativo, los derechos educativos se trasladan al representante educativo.

En la reunión del CCC antes de que el estudiante cumpla 17 años de edad, la escuela debe proveerle a usted y al estudiante el aviso escrito de que los derechos serán transferidos a los 18 años de edad. La escuela también debe proporcionarle el aviso escrito a usted y al estudiante al momento en que el estudiante cumple 18 años de edad. Aunque usted, como padre, siga recibiendo cualquier aviso requerido por el Artículo 7, el estudiante toma todas las decisiones relacionadas con sus servicios de educación especial, a menos que se haya designado un guardián o un representante educativo.

REQUISITOS PARA COLOCACIÓN UNILATERAL DEL HIJO EN UNA ESCUELA NO PÚBLICA (PRIVADA) A EXPENSAS DE LA ESCUELA PÚBLICA

La IDEA y el Artículo 7 no requieren que la escuela pague el costo de la educación, incluso la educación especial y servicios relacionados, para un estudiante con una discapacidad en una escuela o instalación no pública, si:

- la escuela puso una FAPE a disposición del estudiante, y
- usted decidió colocar al estudiante en la escuela o instalación no pública.

Sin embargo, el distrito escolar donde está localizada la escuela o la instalación no pública es responsable de identificar, evaluar y poner a disposición la educación especial y servicios relacionados mediante un Plan de Servicio a estudiantes con discapacidades que asisten a la escuela o instalación no pública por la colocación unilateral paternal. Un estudiante con una discapacidad que es matriculado unilateralmente en una escuela o instalación no pública no tiene derecho a una FAPE, pero tiene derecho a algún nivel de educación especial y servicios relacionados.

Reembolso por colocación escolar no pública y limitaciones en el reembolso

Si su hijo recibió previamente educación especial y servicios relacionados a través de una escuela pública y usted decide matricular a su hijo en un jardín de infantes, escuela primaria o escuela secundaria no pública sin el consentimiento o remisión por parte de la escuela pública, usted puede pedir el reembolso de la escuela pública por los gastos de la escuela o instalación no pública.

Si usted no puede lograr un acuerdo con la escuela pública en cuanto a la cuestión del reembolso, puede solicitar una audiencia de debido procedimiento para resolver el asunto.

El oficial de la audiencia o el tribunal pueden requerir que la escuela le reembolse el costo de la escuela o instalación no pública si uno u otro encuentra que:

- La escuela no puso una FAPE a disposición del estudiante de manera oportuna antes de la inscripción del estudiante en la escuela o instalación no pública, y
- La colocación no pública es apropiada (se puede encontrar que la colocación no pública es apropiada incluso si no cumple con los estándares estatales aplicables a la educación escolar pública).

El oficial de la audiencia o el tribunal puede reducir o negar el reembolso si encuentra que:

- En la más reciente reunión del CCC a la que usted asistió antes de retirar a su hijo de la escuela pública, usted no informó al CCC que rechazaba la colocación que la escuela proponía en su oferta

de FAPE, incluida la declaración de sus preocupaciones y su intención de matricular a su hijo en una escuela o instalación no pública a expensas de la escuela pública, o

- Usted no dio el aviso escrito a la escuela al menos 10 días hábiles antes de retirar a su hijo que usted rechazaba la colocación de la escuela propuesta en su oferta del FAPE, incluso la declaración de sus preocupaciones y su intención de matricular a su hijo en una escuela no pública o instalación a costo de la escuela pública; y
- Antes de que usted retirara a su hijo de la escuela pública, la escuela le proveyó del aviso escrito exigido de la intención de la escuela de evaluar a su hijo, incluida una declaración del motivo de la evaluación que era apropiada y razonable, pero usted no puso a su hijo a disposición para la evaluación.

El oficial de la audiencia o el tribunal no puede reducir o negar el reembolso por no proporcionar el aviso escrito indicado arriba, si uno o el otro encuentra que:

- El suministro del aviso escrito probablemente causaría daños físicos al estudiante;
- La escuela le impidió proporcionar el aviso escrito; o
- Usted no había recibido una copia del Aviso que describía el requisito de aviso escrito.

El tribunal (pero no el oficial de la audiencia) puede reducir o negar el reembolso si el juez encuentra que sus acciones fueron irrazonables.

ESTUDIANTES CON DISCAPACIDADES Y ACCIÓN DISCIPLINARIA

La IDEA y el Artículo 7 usan el término "retiro" para describir la situación en la que la escuela retira unilateralmente al estudiante de su colocación actual por motivos disciplinarios. Un retiro a corto plazo de acuerdo con el IEP del estudiante no se considera un retiro para objetivos disciplinarios. Un retiro es considerado una suspensión, a menos que el retiro cumpla con los criterios que eximen al retiro de ser considerado como tal, y la escuela debe seguir los procedimientos de suspensión requeridos según la ley de Indiana y el Artículo 7.

Cambio de colocación disciplinario

Un estudiante con una discapacidad es sujeto a la misma acción disciplinaria por violar las reglas escolares como cualquier otro estudiante. Sin embargo, si un estudiante es sometido a un cambio de colocación disciplinario, hay salvaguardias procesales adicionales que se aplican. **Un cambio de colocación disciplinario** ocurre cuando el estudiante es retirado durante más de 10 días escolares consecutivos o es sometido a una serie de retiros que se acumula hasta más de 10 días escolares en un año escolar y constituye un patrón.

Cuando el número de días de suspensión a los que ha sido sometido un estudiante con una discapacidad es una serie de retiros que se acumula hasta más de 10 días escolares, el rector o la persona designada por el rector debe determinar si la serie de retiros constituye un patrón.

Si el rector o la persona designada determina que la serie de retiros no constituye un patrón, entonces el retiro actual no causa un cambio disciplinario de colocación, y

- El rector o la persona designada debe seguir los procedimientos para suspender a un estudiante, incluidos los avisos al padre, y
- El personal escolar, en consulta con al menos uno de los profesores del estudiante, debe determinar el grado al cual los servicios son necesarios para permitir que el estudiante siguiera participando en el plan de estudios de educación general y avance hacia el cumplimiento de los objetivos del IEP del estudiante (aunque esto pudiera hacerse en otro entorno durante el período de retiro o suspensión).

Si el rector o la persona designada determina que esto constituye un patrón, el retiro/suspensión es considerado un cambio disciplinario de colocación, y el rector o la persona designada debe:

- Notificarle del cambio disciplinario de colocación en la fecha en que se toma la decisión y enviarle una copia del Aviso (si la escuela no puede localizarlo en la fecha en que se toma la decisión, la escuela debe enviarle por correo un aviso del cambio de colocación disciplinario y Aviso en el siguiente día hábil); y
- Convocar al CCC para realizar una determinación de manifestación 10 días escolares después de la fecha en que se tomó la decisión del cambio disciplinario de colocación.

Determinación de manifestación

Cuando el CCC realiza una determinación de manifestación, examina toda la información existente relevante sobre el estudiante para determinar si la conducta/el comportamiento en cuestión:

- fue causado por o tuvo una relación directa y sustancial con la discapacidad del estudiante, o
- fue el resultado directo del fracaso de la escuela en poner en práctica el IEP del estudiante.

Si el CCC determina que cualquiera de éstos es verdadero, entonces se determinará que la conducta/el comportamiento del estudiante es una manifestación de su discapacidad, entonces el CCC debe:

- Realizar una evaluación conductual funcional (FBA, por su sigla en inglés) y desarrollar un plan de intervención conductual (BIP, por su sigla en inglés), a menos que se haya realizado una FBA antes del comportamiento que causó la acción disciplinaria. Si una FBA fue realizada anteriormente, el CCC debe elaborar un BIP para tratar el comportamiento del estudiante; o
- Revisar un BIP existente y modificarlo si es necesario para tratar la conducta/el comportamiento actual que causó la acción disciplinaria.

A menos que el estudiante haya sido colocado en un IAES o usted y la escuela están de acuerdo con un cambio de colocación como parte del BIP, la escuela debe devolver al estudiante a la colocación de la cual fue retirado.

Si se determina que la conducta/el comportamiento no es una manifestación de la discapacidad del estudiante, la escuela puede imponer sanciones disciplinarias de la misma manera en que lo hace para estudiantes sin discapacidades. El CCC debe determinar los servicios apropiados a ser proporcionados al estudiante durante el período de retiro, incluidos los servicios necesarios para:

- seguir participando en el plan de estudios de educación general, aunque en un entorno diferente;
- progresar hacia el cumplimiento de los objetivos del IEP; y
- recibir, según sea apropiado, una FBA y los servicios de intervención conductuales y las modificaciones diseñadas para impedir que la conducta/el comportamiento se repita.

Si estos servicios van a ser proporcionados en un IAES, el CCC también determina el entorno específico.

Si usted discrepa de la determinación del CCC de que la conducta/el comportamiento no es una manifestación de la discapacidad del estudiante, puede solicitar la mediación y/o una audiencia de debido procedimiento. La audiencia de debido procedimiento en esta situación es acelerada.

Entorno Educativo Alternativo Interino (IAES) por armas, drogas o lesión corporal grave

La escuela puede retirar a un estudiante con una discapacidad a un IAES hasta por 45 días escolares si el estudiante, mientras estaba en la escuela, en terrenos de la escuela, o en una función escolar bajo la jurisdicción del IDOE o una agencia pública:

- Porta un arma en la escuela o posee un arma;
- A sabiendas posee o utiliza drogas ilegales o vende o solicita la venta de una sustancia controlada;
- Ha infligido una lesión corporal grave a otra persona.

Arma incluye todo lo siguiente:

- Un arma peligrosa es definida según la ley federal como "cualquier arma, dispositivo, instrumento,

material o sustancia, animada o inanimada, que se usa, o es fácilmente capaz de causar una lesión corporal mortal o grave. Este término no incluye un cuchillo de bolsillo con una lámina de menos de 2.5 pulgadas de longitud.”

- Un arma mortal es definida por la ley estatal como “(1) un arma de fuego cargada o descargada. (2) un dispositivo destructivo, arma, dispositivo, taser [según lo definido en IC 35-47-8-3] o arma electrónica de atontamiento (según lo definido en IC 35-47-8-1), equipo, sustancia química, u otro material que en la manera en que se usa, o podría usarse generalmente, o está destinado a usarse, es fácilmente capaz de causar una lesión corporal grave. (3) un animal (según lo definido en IC 35-46-3-3) que es: (A) fácilmente capaz de causar una lesión corporal grave; y (B) usado en la comisión o intento de comisión de un delito. (4) una enfermedad biológica, virus u organismo que es capaz de causar una lesión corporal grave.” Véase IC 35-41-1-8.
- Un arma de fuego, definida por la ley estatal, es “cualquier arma que es capaz de expulsar o está diseñada para expulsar o esto puede ser fácilmente convertida para expulsar un proyectil por medio de una explosión.” Véase IC 35-47-1-5.

Droga ilegal significa una sustancia controlada, pero no incluye una sustancia controlada que es poseída legalmente o usada bajo supervisión de un profesional de asistencia médica licenciado o cualquier otra autoridad bajo la Ley de Sustancias Controladas o cualquier otra disposición de la ley federal.

Sustancia controlada significa una droga u otra sustancia identificada conforme a los Anexos I, II, III, IV o V en la sección 202 (c) de la Ley de Sustancias Controladas [21 Código de los Estados Unidos (USC) § 812 (c)] o IC 35-48-2.

Lesión corporal grave significa una lesión corporal que implica un riesgo sustancial de muerte, dolor físico extremo, desfiguración prolongada u obvia, o pérdida prolongada o deterioro de la función de un miembro corporal, órgano o facultad mental.

Si la escuela decide colocar a su hijo en un IAES por armas, drogas o lesión corporal grave, la escuela debe:

- Notificarle esta decisión y entregarle una copia del Aviso; y
- Convocar una reunión del CCC y realizar una determinación de manifestación 10 días escolares después de la fecha de la decisión de colocar al estudiante en un IAES.

Sin embargo, aun si el CCC determina que la conducta/el comportamiento del estudiante es una manifestación de su discapacidad, el estudiante permanece en el IAES hasta por 45 días escolares.

Además de la determinación de manifestación, el CCC debe determinar el IAES y los servicios apropiados necesarios para permitir que el estudiante:

- siga participando en el plan de estudios de educación general, aunque en otro entorno;
- progrese hacia el cumplimiento de los objetivos del IEP; y
- reciba, según sea apropiado, una FBA y servicios de intervención conductuales y las modificaciones diseñadas para impedir que la conducta/el comportamiento se repita.

Si usted discrepa de la colocación que la escuela propone como IAES, puede solicitar una mediación o una audiencia de debido procedimiento para resolver el desacuerdo. (Ver la sección sobre **Audiencias de debido procedimiento aceleradas y Apelaciones** abajo.)

Entorno Educativo Alternativo Interino para un estudiante que plantea un riesgo de daños a sí mismo u otros

Un estudiante con una discapacidad también puede ser retirado a un IAES si un oficial de audiencia, a petición de la escuela de una audiencia acelerada, determina que hay una probabilidad sustancial de que devolver al estudiante a su colocación actual (la colocación del estudiante antes del retiro) causará lesiones al estudiante u a otros. El oficial de la audiencia puede pedir este cambio de colocación a un IAES hasta por 45 días escolares.

Remisión y acción por las Autoridades Judiciales y de Imposición de la Ley

La IDEA y el Artículo 7 no:

- Prohíben que la escuela reporte un delito cometido por un estudiante con una discapacidad a las autoridades apropiadas, ni
- Impiden que las autoridades judiciales y de imposición de la ley estatales ejerzan sus responsabilidades en cuanto a la aplicación de las leyes estatales y federales a delitos cometidos por un estudiante con una discapacidad.

Si la escuela reporta un delito cometido por un estudiante con una discapacidad, la escuela:

- debe asegurar que las copias de los registros de educación especial y disciplinarios del estudiante sean transmitidas para que sean tenidas en cuenta por las autoridades a las que la escuela reporta el delito, y
- puede transmitir una copia del registro educativo del estudiante, sin obtener primero el consentimiento del padre, sólo al grado permitido por la FERPA y según lo requerido por IC 20-33-7-3.

PROTECCIONES PARA ESTUDIANTES TODAVÍA NO ELEGIBLES

Un estudiante que todavía no ha sido determinado elegible para recibir educación especial y que es sometido a una acción disciplinaria puede ser cubierto por las protecciones y salvaguardias del Artículo 7 si la escuela tiene el conocimiento o se considera que tiene conocimiento de que el estudiante es un estudiante con una discapacidad antes de que ocurriera el comportamiento que causa la acción disciplinaria. Si la escuela tiene conocimiento de que el estudiante puede tener una discapacidad, la escuela debe proporcionar al estudiante las mismas protecciones que un estudiante con una discapacidad que es sometido a la acción disciplinaria. (Véase **Estudiantes con discapacidades y Acción disciplinaria** arriba.)

Se piensa que la escuela tiene el conocimiento de que el estudiante puede tener una discapacidad si:

- Usted expresó la preocupación por escrito al personal escolar licenciado de que el estudiante necesita servicios de educación especiales;
- Usted solicitó una evaluación del estudiante; o
- El profesor del estudiante u otro personal escolar han expresado una preocupación específica por un patrón de comportamiento demostrado por el estudiante, directamente al personal de supervisión escolar.

Sin embargo, no se considera que la escuela tiene conocimiento de que el estudiante puede tener una discapacidad y el estudiante no tiene derecho a las protecciones si:

- Usted no ha permitido que la escuela realice una evaluación;
- Usted rechazó los servicios bajo el Artículo 7 o la IDEA; o
- La escuela realizó una evaluación, el CCC determinó al estudiante no era elegible, y la escuela le proporcionó el aviso de que el estudiante no era elegible.

Si una escuela no tiene conocimiento de que su hijo tiene una discapacidad antes de la toma de medidas disciplinarias, su hijo puede ser sometido a las mismas medidas disciplinarias que aquellas aplicadas a niños sin discapacidades que tienen comportamientos comparables consecuentes con las limitaciones siguientes:

- Si usted hizo una petición de una evaluación inicial de su hijo durante el período de tiempo en el cual su hijo es sometido a suspensión, expulsión o colocación en un entorno educativo alternativo interino, se debe realizar la evaluación y el comité de conferencia del caso debe reunirse 20 días escolares después de la fecha en que usted proporcionó el consentimiento escrito para la evaluación.
- Hasta que se complete la evaluación, su hijo permanece en la colocación educativa determinada por las autoridades escolares, que puede incluir la suspensión o la expulsión sin servicios educativos.

- Si se determina que su hijo es un niño con una discapacidad, teniendo en cuenta la información de la evaluación realizada por la escuela y la información suministrada por usted, la escuela debe proporcionar educación especial y servicios relacionados de acuerdo con la IDEA y el Artículo 7.

QUEJAS

Una queja es una alegación escrita y firmada, de que la escuela no cumple con uno o varios de los requisitos procesales de los estatutos, las regulaciones, reglas o interpretaciones estatales o federales que rigen la educación especial. Es presentado a la División para su investigación de acuerdo con los requisitos del Artículo 7.

¿Quién puede presentar una queja?

Cualquier individuo, grupo de individuos, agencia u organización puede presentar una queja ante el IDOE, alegando el incumplimiento de la escuela con los requisitos del Artículo 7 o la IDEA. Usted también puede presentar una queja si la escuela no cumple con órdenes expedidas por un oficial de audiencia independiente o la Junta de Apelaciones de Educación Especial (BSEA) como resultado de una audiencia de debido procedimiento.

¿Qué debe incluirse en la queja?

- La queja debe:
- Ser por escrito y firmada por el reclamante.
- Incluir el nombre y la información de contacto del reclamante.
- Incluir una declaración en la que se alega que la escuela ha violado un requisito del Artículo 7, la IDEA o las regulaciones federales que ponen en práctica la IDEA;
- Incluir hechos en los cuales se basa la presunta violación; y
- Si la queja alega una violación con respecto a un estudiante en particular, la queja también debe incluir:
 - El nombre y la dirección de la residencia del estudiante;
 - El nombre del estudiante y la información de contacto disponible si el estudiante es un estudiante sin hogar;
 - El nombre de la escuela a la que asiste el estudiante;
 - Una descripción de la naturaleza de las presuntas violaciones con respecto al estudiante, incluidos los hechos relacionados con la presunta violación; y
 - Una resolución propuesta al problema al grado conocido y disponible al reclamante en ese momento.

La queja debe alegar una violación que ocurrió no más de un año antes de la fecha de la queja. La queja debe enviarse a la División y al distrito escolar que atiende al estudiante. Un formulario de muestra para presentar una queja se puede encontrar en: <http://www.doe.in.gov/improvement/legal/special-education-complaints>.

¿Qué pasa después de que se presenta una queja y cuánto tiempo toma la investigación?

La escuela tiene 10 días calendario a partir de la fecha en que recibe la queja, para:

- Responder a la queja por escrito y enviar la respuesta a la División y a usted, el reclamante;
- Resolver la queja con usted, preparar un acuerdo escrito que tanto usted como la escuela deben firmar, y enviar el acuerdo a la División, indicando si todavía falta investigar algún asunto;
- Obtener su acuerdo escrito para iniciar la mediación (usted debe consentir en participar en la mediación a fin de que ésta pueda llevarse a cabo); o
- Notificar a la División para comenzar a investigar la queja.

Si usted y la escuela consienten en mediar las presuntas violaciones, la mediación debe darse dentro de 20 días calendario a partir de la fecha en que usted y la escuela consienten por escrito en aceptar la mediación. Si la mediación es exitosa, el acuerdo de mediación debe enviarse a la División. Si usted y la escuela resuelven algunos, pero no todos los asuntos, la División investigará cualquier asunto no resuelto.

Si la escuela no responde dentro de los primeros 10 días, la División comenzará su investigación de todos los asuntos de la queja durante el undécimo día. La División designará un investigador de la queja que se pondrá en contacto con usted y con la escuela para obtener la información necesaria a fin de tomar una determinación independiente en cuanto a si ha ocurrido una violación.

El investigador examinará toda la información relevante, tomará una determinación, y emitirá un informe que contiene los hallazgos de hecho, las conclusiones del investigador y la acción correctiva aplicable. El investigador enviará una copia del informe a usted y a la escuela dentro de los siguientes 40 días calendario a partir de la fecha en que se presentó la queja, a menos que se le haya concedido tiempo suplementario al investigador para completar la investigación.

¿Y si discrepo del informe del investigador de la queja?

- Si usted discrepa del informe de investigación de la queja, puede solicitar la reconsideración escribiendo a la División dentro de siete (7) días calendario a partir de la fecha en que recibe el informe. Su petición escrita de reconsideración debe incluir las partes específicas del informe que usted quiere que sean reconsideradas, y los hechos específicos que sostengan su petición de un cambio en el informe. La escuela también tiene derecho a pedir la reconsideración, siguiendo el mismo procedimiento. Si usted solicita la reconsideración, el Director de la División debe responder dentro de 60 días calendario después de que la División recibió la queja original. Sin embargo, si se concedió tiempo adicional para el informe de investigación de la queja, la fecha límite para la respuesta de reconsideración del Director de la División también es ampliada por el mismo número de días. El Director de la División le enviará la respuesta a la petición de reconsideración a usted y a la escuela.

También...

- Si una queja contiene cuestiones que son también el tema de una audiencia de debido procedimiento, la División pondrá aparte esas cuestiones, pendientes de la conclusión de la audiencia de debido procedimiento.
- Cualquier cuestión que no sea parte de la audiencia de debido procedimiento será investigada de acuerdo con los requisitos del Artículo 7.
- Si usted presenta una queja que contiene un asunto que fue decidido antes mediante una audiencia de debido procedimiento que involucraba a las mismas partes, la División le informará que la decisión del oficial de la audiencia es vinculante.

MEDIACIÓN

La mediación es un proceso voluntario que puede ayudarle a usted y a la escuela a resolver un desacuerdo sobre la identificación de la discapacidad o la elegibilidad de su hijo, lo apropiado de la evaluación o de los servicios o colocación propuestos o actuales, el suministro de la FAPE o reembolso por servicios que usted ha obtenido de manera privada. La mediación también está disponible para resolver una queja.

La mediación es un modo de hablar y resolver desacuerdos entre usted y la escuela con la ayuda de una tercera persona imparcial que ha sido entrenada en técnicas de mediación eficaces. Como este es un proceso voluntario, tanto usted como la escuela deben consentir en participar a fin de que se pueda realizar la sesión de mediación. La sesión de mediación es programada en una manera oportuna y se realiza en una ubicación que es conveniente para las partes de la disputa.

Un mediador no toma decisiones, sino que facilita las discusiones y la toma de decisiones. Las discusiones en una sesión de mediación son confidenciales y no pueden usarse como pruebas en audiencias de debido procedimiento subsiguientes o procedimientos judiciales civiles. Si el proceso de mediación da como

resultado un acuerdo pleno o parcial, el mediador preparará un acuerdo de mediación escrito que debe ser firmado tanto por usted como por el representante de la escuela.

Además de la descripción de las cosas que usted ha acordado, el acuerdo de mediación debe señalar que todas las discusiones que ocurrieron durante la mediación son confidenciales y no pueden usarse como pruebas en una audiencia de debido procedimiento u otro procedimiento judicial civil. El acuerdo firmado implica obligación jurídica tanto para usted como para la escuela y es ejecutable ante el tribunal. Usted también puede decidir hacer cumplir el acuerdo de mediación mediante el proceso de investigación de la queja manejado por la División.

¿Cuándo está disponible la mediación?

La mediación está disponible para resolver un desacuerdo entre usted y la escuela en cuanto a la identificación, la evaluación, la colocación, los servicios o el suministro de un FAPE a su hijo. La escuela también puede solicitar la mediación para resolver su queja formal de violaciones procesales. Usted puede solicitar la mediación antes, al mismo tiempo o después de solicitar una audiencia de debido procedimiento. La solicitud de mediación no prevendrá ni retrasará una audiencia de debido procedimiento, y tampoco la mediación negará cualquiera de sus otros derechos. Usted o la escuela puede sugerir la mediación, y ésta empieza cuando ambas partes consienten en participar. La participación en la mediación es voluntaria tanto para usted como para la escuela.

¿Cómo solicito la mediación?

A fin de iniciar el proceso, usted y la escuela deben firmar un formulario de *Petición de mediación*, que es enviado luego a la División. Un formulario de *Petición de mediación* puede obtenerse en la escuela o en la División. También está disponible en: <http://www.doe.in.gov/improvement/legal/special-education-mediation>. Una vez que la petición es firmada tanto por usted como por la escuela, la División designará un mediador que se pondrá en contacto tanto con usted como con la escuela para programar una reunión oportuna en un sitio conveniente.

¿Cómo es elegido un mediador y tengo que pagar por el mediador?

La División mantiene una lista de mediadores que son entrenados, calificados y bien informados respecto a las leyes y regulaciones relacionadas con el suministro de educación especial y servicios relacionados. Un mediador es asignado en una base de rotación general.

Ningún empleado del IDOE (incluida la División), una corporación escolar local u otra agencia pública que proporciona servicios de educación especial es elegible para ser un mediador. Los mediadores no deben tener ningún conflicto de interés personal o profesional. No se considera que los mediadores sean empleados únicamente porque les pagan por proporcionar este servicio. La División asume el costo del proceso de mediación.

La escuela puede establecer procedimientos para brindarle la oportunidad de encontrarse a una hora y sitio convenientes con alguien de un centro de formación de padres, un centro comunitario de recursos para padres o de un entidad de resolución de disputas alternativa para hablar de los beneficios del proceso de mediación cuando usted ha optado por no participar en la mediación con la escuela. Sin embargo, la División debe aprobar cualesquier procedimientos establecidos por la escuela antes de que puedan ser puestos en práctica, y los procedimientos no pueden usarse para retrasar o negar su derecho a una audiencia de debido procedimiento si usted rehúsa participar en tal reunión. La División asume el costo de esas reuniones.

AUDIENCIAS DE DEBIDO PROCEDIMIENTO, ACCIONES DE TRIBUNAL Y HONORARIOS DE ABOGADOS

Una audiencia de debido procedimiento es un procedimiento formal en el cual se le presentan pruebas a un oficial de audiencia independiente para resolver una disputa entre usted y la escuela en cuanto a la identificación de la discapacidad y la elegibilidad de su hijo, lo apropiado de una evaluación o colocación y

servicios actuales y propuestos, o cualquier otra disputa que implica el suministro de un FAPE.

Una petición de una audiencia de debido procedimiento debe hacerse dentro de los siguientes dos (2) años después de la fecha en que usted sabía o debería haber sabido sobre la acción presunta que forma la base de su disputa con la escuela. Este límite de dos años no se aplica si a usted le impidieron que solicitara la audiencia debido a tergiversaciones específicas hechas por la escuela respecto a que había resuelto el problema del que usted se quejó o si la escuela retiene información pertinente para usted. Sólo un padre, la escuela o el IDOE puede solicitar una audiencia de debido procedimiento en cuanto a un estudiante con una discapacidad. La escuela debe proveerle la información sobre servicios legales gratis o económicos, y otros servicios pertinentes en su área cuando usted presenta una audiencia de debido procedimiento o a petición suya.

¿Cómo solicito una audiencia de debido procedimiento?

Para solicitar una audiencia de debido procedimiento, usted tiene que enviar una petición escrita y firmada, que incluya:

- El nombre y la dirección del estudiante (o el nombre y la información de contacto disponible para un estudiante sin hogar);
- El nombre de la escuela a la que asiste el estudiante;
- Los motivos de la petición de audiencia, incluida:
 - Una descripción de la naturaleza del problema, y
 - Cualquier hecho relacionado con el problema; y
- Una resolución propuesta al problema al grado conocido y disponible a usted en ese momento.

La petición debe ser enviada al mismo tiempo al superintendente de instrucción pública y al distrito escolar.

Un formulario modelo para solicitar una audiencia está disponible en la División en

<http://www.doe.in.gov/improvement/legal/special-education-due-process-hearings-511-iac-7-45-3-7-45-7>.

¿Qué pasa después de que envió una petición de una audiencia de debido procedimiento?

Una vez que se recibe una petición de audiencia, se designa un oficial de audiencia independiente y se le entrega una copia de su petición de audiencia. Por otra parte su petición permanece confidencial. La División les enviará a usted y a la escuela una carta en la que les notifica de la designación del oficial de audiencia. Además, la escuela debe cumplir con ciertos requisitos dentro de períodos de tiempo específicos después de que recibe su petición de una audiencia de debido procedimiento (véase abajo para más detalles). La escuela también debe informarle de la disponibilidad de mediación y de cualquier servicio legal gratis o económico y otros servicios relevantes en el área.

¿Qué acciones debe tomar la escuela una vez que recibe mi petición de una audiencia de debido procedimiento?

Dentro de 10 días calendario después de recibir su petición de una audiencia de debido procedimiento, la escuela debe enviarle la respuesta escrita en cuanto al asunto de su petición de audiencia de debido procedimiento incluyendo, si no las ha proporcionado todavía:

- Una explicación de por qué la escuela propuso o rechazó tomar la acción que es el asunto de la audiencia de debido procedimiento;
- Una descripción de las opciones que el CCC consideró y los motivos por los que fueron rechazados;
- Una descripción de cada procedimiento de evaluación, valoración, registro o informe que la escuela usó como base para su decisión
- Una descripción de los factores que la escuela considera que son relevantes para su oferta o respuesta negativa; y
- Una respuesta que aborda expresamente las cuestiones que surgieron en la petición de audiencia de debido procedimiento.

requerida indicada arriba, puede enviarles una carta a usted y al oficial de la audiencia en la que indica que su petición no cumple con los requisitos. Si la escuela va a enviar esta carta, debe hacerlo dentro de 15 días calendario a partir del momento en que recibe su petición de una audiencia de debido procedimiento. El oficial de la audiencia tiene entonces cinco (5) días calendario para determinar si su petición es suficiente e informará inmediatamente por escrito, tanto a usted como a la escuela, de la decisión. Si el oficial de la audiencia está de acuerdo con la escuela, debe identificar de qué manera es insuficiente su petición de modo que usted pueda enmendar la petición de ser apropiado. Si la escuela no impugna el contenido de su petición de una audiencia de debido procedimiento, se considera que cumple con todos los requisitos.

Dentro de 15 días calendario desde el momento en que recibe su petición de una audiencia de debido procedimiento, la escuela debe proveerle la oportunidad de una reunión de resolución para ver si se puede resolver el asunto. La información sobre la reunión de resolución es descrita abajo

¿Qué es una reunión de resolución, quién asiste y qué pasa?

Antes de la oportunidad de una audiencia de debido procedimiento, la escuela debe convocar una reunión llamada una "reunión de resolución." La reunión debe incluir a un representante de la escuela con autoridad para tomar decisiones y miembros relevantes del CCC que tengan información sobre los hechos alegados en la petición de audiencia. A menos que usted traiga a su abogado a esta reunión, la escuela no puede tener a un abogado en la reunión. El objetivo de esta reunión es que usted hable de su petición y de los hechos que formaron la base de su petición de modo que la escuela tenga la oportunidad de resolver la disputa. Usted puede consentir con la escuela en usar un medio alternativo para sostener la reunión de resolución (p.ej, vía videoconferencia o llamada teleconferencia).

¿Tengo que asistir a la reunión de resolución?

Usted no tiene que asistir a una reunión de resolución si usted y la escuela consienten por escrito en renunciar a ella, o si ambos consienten en usar el proceso de mediación. Si no hay ningún acuerdo para renunciar a la sesión de resolución o para usar la mediación, usted debe participar en la reunión de resolución.

Si usted no participa, los plazos para el proceso de resolución y la audiencia de debido procedimiento serán retrasados hasta que se realice la reunión. Si, al final de 30 días calendario a partir de la fecha de la petición de audiencia de debido procedimiento, usted no ha participado en la reunión de resolución y la escuela ha hecho esfuerzos razonables para obtener su participación, la escuela puede pedirle al oficial de la audiencia que rechace su petición de una audiencia de debido procedimiento.

Si la escuela no realiza o no participa en la reunión de resolución dentro de 15 días calendario a partir de la fecha de su petición de una audiencia de debido procedimiento, usted puede pedirle al oficial de la audiencia que inicie el plazo de 45 días calendario para la audiencia de debido procedimiento.

¿Y si la escuela y yo llegamos a un acuerdo y resolvemos las cuestiones que son la materia de mi petición de audiencia durante la reunión de resolución?

Si usted y la escuela llegan a un acuerdo durante esta reunión, ambos firmarán un acuerdo escrito legalmente vinculante que será ejecutable en un tribunal de jurisdicción apropiada. Después de que es firmado, usted o la escuela puede anular el acuerdo notificando a la otra parte por escrito dentro de tres (3) días hábiles a partir de la fecha en que se firmó el acuerdo. El acuerdo de resolución también es ejecutable mediante el proceso de investigación de la queja manejado por la División.

¿Y si renunciamos a la reunión de resolución o si no logramos un acuerdo?

Si usted y la escuela consienten por escrito en renunciar a la reunión de resolución o si usted no puede resolver los asuntos en la mediación o en una reunión de resolución dentro de 30 días calendario a partir de la fecha en que la escuela recibió su petición de una audiencia, la audiencia de debido procedimiento puede proceder. El plazo de 45 días calendario para la audiencia de debido procedimiento comienza en este punto

¿Puedo cambiar o añadir cuestiones a mi petición de una audiencia después de que se ha determinado que cumple con todos los requisitos?

Una vez que se ha determinado que su petición de una audiencia de debido procedimiento cumple con todos los requisitos, usted no puede cambiar o añadir cuestiones a la petición a menos que ocurra uno de lo siguiente:

- La escuela está de acuerdo por escrito en que usted puede añadir o cambiar cuestiones y tiene la oportunidad de realizar una reunión de resolución sobre las cuestiones nuevas o cambiadas, o
- El oficial de la audiencia le da el permiso de hacer cambios (pero este no puede ocurrir dentro de los cinco (5) últimos días antes de la audiencia de debido procedimiento).

Si le permiten hacer cambios o añadir cuestiones a su petición de una audiencia, esto puede ser tratado como la primera petición de una audiencia de debido procedimiento, y todos los plazos y acontecimientos como la suficiencia de su petición y la sesión de resolución podrían comenzar otra vez.

¿Cuándo y dónde ocurrirá la audiencia de debido procedimiento?

Antes de que se realice la audiencia, el oficial de la audiencia se pondrá en contacto con usted y con la escuela para hacer preparativos para una conferencia de preaudiencia. Una de las cosas que usted decidirá en la conferencia de preaudiencia es cuándo y dónde se realizará la audiencia. La audiencia se llevará a cabo a una hora y lugar razonablemente convenientes para usted y para la escuela. El oficial de la audiencia le enviará el aviso escrito sobre la hora y el lugar de la audiencia, así como otros asuntos procesales.

¿Quién realiza la audiencia de debido procedimiento?

Un oficial de audiencia independiente realiza la audiencia de debido procedimiento. La División mantiene una lista de personas que sirven como oficiales de audiencia, junto con una lista de las calificaciones de cada persona. Las personas que sirven como oficiales de audiencia no pueden ser empleados del IDOE o de la corporación escolar o de ninguna otra agencia pública involucrada en el cuidado o la educación del estudiante, y no pueden tener ningún interés profesional o personal que entre en conflicto con su objetividad en la realización de la audiencia. Una persona que es por otra parte calificada para realizar una audiencia no es un empleado de la escuela o de la agencia únicamente porque la escuela o la agencia le pagan por servir como oficial de audiencia. Cada oficial de audiencia debe cumplir con las calificaciones señaladas en el Artículo 7 y establecido por el superintendente de instrucción pública.

¿Puedo plantear cuestiones nuevas o adicionales durante la audiencia de debido procedimiento?

Usted no podrá plantear cuestiones en la audiencia que no haya incluido en su petición de audiencia, a menos que la escuela esté de acuerdo con ello.

¿Cuáles son mis derechos y los derechos de la escuela durante una audiencia de debido procedimiento?

Usted y la escuela tienen derecho a:

- Ser acompañados y aconsejados por el asesor legal o por individuos con el conocimiento y la formación con respecto a la educación especial o los problemas de estudiantes con discapacidades;
- Presentar pruebas, confrontar, interrogar y obligar a la asistencia de cualquier testigo;
- Prohibir la introducción de cualquier prueba en la audiencia que no haya sido revelada al menos 5 (cinco) días hábiles antes de la audiencia;
- Separar los testigos de modo que no oigan el testimonio de otros testigos;
- Que se le suministre un intérprete;
- Realizar descubrimientos;
- Obtener una transcripción textual escrita o electrónica de la audiencia; y

- Obtener una copia escrita o electrónica de las conclusiones de hechos y la decisión.

Como padre, usted también tiene derecho a:

- Decidir si su hijo (que es el asunto de la audiencia) asistirá a la audiencia;
- Que la audiencia sea abierta o cerrada al público;
- Recuperar honorarios de abogado razonables si un tribunal determina que usted prevaleció; y
- Obtener una transcripción textual escrita o electrónica de los procedimientos, así como una copia escrita o electrónica de la decisión escrita del oficial de la audiencia, incluidos los hallazgos de hecho, las conclusiones y las órdenes, sin costo alguno para usted.

Antes de la audiencia, usted tiene derecho a inspeccionar, examinar y obtener una copia del registro educativo de su hijo, incluidas todas las pruebas e informes sobre los cuales se basa la acción propuesta de la escuela.

Además, al menos cinco (5) días hábiles antes de la fecha de la audiencia, usted y la escuela deben revelar uno al otro cualquier evaluación que cualquiera de ustedes tiene la intención de usar en la audiencia. Expresamente, las copias de todas las evaluaciones y recomendaciones basadas en aquellas evaluaciones deben ser cambiadas antes de esa fecha límite. Si usted o la escuela no hace estas revelaciones a tiempo, el oficial de la audiencia puede excluir esas pruebas de la audiencia. Si una evaluación está en marcha y no ha sido completada, es necesario informar uno al otro y al oficial de la audiencia.

¿Qué autoridades o discreción tiene el oficial de audiencia?

El oficial de la audiencia puede:

- Emitir citaciones;
- Determinar si los individuos son bien informados con respecto a la educación especial a fin de asistir en las medidas;
- Enmarcar y consolidar las cuestiones de la audiencia para proporcionar claridad;
- Excluir la introducción de evaluaciones o recomendaciones no reveladas de manera oportuna a la otra parte;
- Ordenar que un estudiante sea colocado en un IAES; y
- Decidir sobre cualquier otro asunto con respecto a la realización de la audiencia de debido procedimiento (sujeto a la revisión administrativa o judicial).

¿Cómo toma la decisión el oficial de la audiencia?

La decisión del oficial de la audiencia es tomada con motivos sustanciales basados en la determinación de si la escuela proveyó a su hijo de una FAPE. Si su petición de una audiencia incluye o está basada en presuntas violaciones procesales, el oficial de la audiencia puede encontrar que su hijo no recibió una FAPE sólo si encuentra que las violaciones procesales ocurrieron y que éstas:

- (1) Impidieron el derecho de su hijo a una FAPE,
- (2) Impidieron de manera considerable su oportunidad de participar en el proceso de toma de decisiones en cuanto al suministro de la FAPE, o
- (3) Privaron a su hijo de beneficios educativos.

Como la parte de su decisión y orden, el oficial de la audiencia puede ordenar que la escuela cumpla con los requisitos procesales.

¿Cuándo obtendré una copia de la decisión escrita del oficial de la audiencia?

El oficial de la audiencia debe realizar la audiencia y enviarles a usted y a la escuela una decisión escrita dentro de 45 días calendario a partir de: (1) la fecha en que usted y la escuela consintieron por escrito en renunciar a la reunión de resolución, o (2) el trigésimo día calendario después de que el IDOE recibió su

petición de una audiencia, si usted y la escuela no resuelven las cuestiones en la mediación o en una reunión de resolución durante el período de 30 días calendario. Sin embargo, pueden ser más de 45 días calendario si el oficial de la audiencia concede una petición de una extensión del tiempo a usted o a la escuela. La decisión del oficial de la audiencia es final y las órdenes deben ser puestas en práctica a menos que usted o la escuela apelen la decisión solicitando una revisión judicial.

¿Quién paga la audiencia de debido procedimiento?

La escuela es responsable del pago de los honorarios del oficial de la audiencia y del costo del informe del tribunal. Usted es responsable de sus gastos de participación en la audiencia de debido procedimiento (p.ej, honorarios de testigos, honorarios de su abogado, los gastos de la copia de documentos, etc.) En ciertas circunstancias, puede requerirse que la escuela le reembolse los honorarios de su abogado.

¿Y si discrepo de la decisión escrita del oficial de la audiencia?

Si usted discrepa de la decisión escrita del oficial de la audiencia, puede solicitar una revisión de la decisión por parte de un tribunal civil con jurisdicción. Su petición para una revisión imparcial debe ser presentada dentro de de 30 días calendario a partir de la fecha en que usted recibe la decisión escrita del oficial de la audiencia.

Audiencias de debido procedimiento aceleradas y Apelaciones

Una audiencia de debido procedimiento acelerada significa que la audiencia de debido procedimiento es realizada y la decisión dada dentro de 20 días escolares a partir de la fecha en que la escuela recibe la petición de audiencia. La decisión del oficial de la audiencia se debe conocer dentro de 10 días escolares después de que se realiza la audiencia.

Una audiencia de debido procedimiento acelerada está disponible en sólo tres situaciones:

- cuando usted discrepa de la determinación de la escuela de que el comportamiento del estudiante no es una manifestación de su discapacidad;
- cuando usted discrepa del cambio de colocación disciplinario del estudiante; o
- cuando la escuela cree que devolver el estudiante a su colocación actual (la colocación antes del retiro) muy probablemente causará lesiones al estudiante o a otros.

Una petición de una audiencia de debido procedimiento acelerada se hace de la misma manera que una petición para todas las otras audiencias de debido procedimiento. Una sesión de resolución debe darse dentro de siete (7) días calendario a partir de la fecha de la petición de audiencia, a menos que usted y la escuela consientan en renunciar a la sesión o participar en cambio en la mediación. Los requisitos de suficiencia de la petición de debido procedimiento no son aplicables en una audiencia acelerada.

Si los asuntos han sido resueltos dentro de 15 días calendario a partir de la fecha de la petición de audiencia, la audiencia puede proceder. El oficial de la audiencia no puede conceder ninguna extensión de tiempo en una audiencia acelerada.

¿El oficial de la audiencia puede cambiar la colocación de mi hijo a un entorno educativo alternativo interino si mi hijo plantea un riesgo de daño para sí mismo o para otros?

Sí. Si la escuela demuestra mediante pruebas sustanciales que hay un peligro de que su hijo u otros estudiantes probablemente sean lesionados si su hijo permanece en su colocación actual, el oficial de la audiencia puede cambiar la colocación educativa de su hijo a una colocación educativa alternativa interina hasta por 45 días escolares.

¿Si tengo un abogado durante la audiencia de debido procedimiento, o procedimiento judicial, la escuela me puede reembolsar los honorarios de mi abogado?

Si un abogado le representa durante una audiencia de debido procedimiento (incluida una apelación y el

proceso civil subsiguiente), el tribunal puede concederle los honorarios razonables del abogado si usted en últimas prevalece. Usted también puede ser elegible para la concesión de honorarios de abogado si usted es la parte predominante y fuera considerablemente justificado en rechazar la oferta de establecimiento de la escuela. La escuela puede negociar con usted o con su abogado en cuanto a la cantidad de reembolso y, si es necesario, sobre quién prevaleció. Si no se logra un acuerdo mediante estas negociaciones, puede presentar una acción ante un tribunal estatal o federal para la resolución del desacuerdo.

La escuela o el IDOE también pueden pedir que su abogado le pague a la escuela o al IDOE los honorarios de abogado, si su abogado solicita una audiencia o presenta una causa de acción subsiguiente que es frívola, irrazonable o sin fundamento, o si su abogado sigue litigando después de que el pleito era obviamente frívolo, irrazonable o sin fundamento. La escuela o el IDOE también puede solicitar que usted o su abogado pague los honorarios de su abogado si su petición de audiencia fue hecha para algún objetivo impropio, como acosar, retrasar innecesariamente o aumentar innecesariamente el costo del pleito.

Una acción por honorarios de abogado debe ser presentada ante un tribunal estatal o federal dentro de 30 días calendario después de una decisión final que no es apelada. Cualquier honorario concedido debe basarse en las tarifas que prevalecen en la comunidad en la cual se presentó la acción o el procedimiento, para la clase y la calidad de servicios suministrados. No puede usarse ningún bono o multiplicador para el cálculo de los honorarios concedidos bajo la IDEA y el Artículo 7.

El tribunal no puede conceder honorarios de abogados por:

- los servicios prestados después de que la escuela le hizo una oferta de arreglo oportuna y por escrito, si:
 - la reparación que usted finalmente obtuvo no es más favorable para usted que la oferta de arreglo de la escuela (a menos que se justifique que usted rechace esa oferta de arreglo), y
 - la oferta se hace dentro del tiempo prescrito por la Regla 68 de las Reglas Federales de Procedimiento Civil o, en caso de un procedimiento administrativo, en cualquier momento más de 10 días antes de que el procedimiento comience y la oferta no es aceptada dentro de 10 días;
- cualquier reunión del CCC, a menos que la reunión sea convocada como resultado de un procedimiento administrativo o acción judicial;
- una sesión de mediación que fue realizada antes del tiempo en que se presentó la petición de audiencia de debido procedimiento; o
- la asistencia de su abogado a la reunión de resolución.

El tribunal puede reducir una concesión de honorarios de abogados si:

- Usted o su abogado irrazonablemente prolongó la resolución final de la controversia;
- Los honorarios exceden irrazonablemente la tarifa por hora que prevalece en la comunidad por servicios similares por abogados de habilidades, reputación y experiencia comparables;
- El tiempo gastado y los servicios legales suministrados fueron excesivos, considerando la naturaleza de la acción o procedimiento; o
- Su abogado o usted no proveyó a la escuela la información apropiada en la petición de audiencia de debido procedimiento.

El tribunal no puede reducir el reembolso de honorarios de abogado si el tribunal encuentra que la escuela (o en algunos casos, el IDOE) irrazonablemente prolongó la resolución final de la acción o procedimiento o había una violación al 20 USC §1415.

Colocación del estudiante y estado durante las medidas del debido procedimiento (audiencia, revisión judicial)

En general, durante cualquiera de estas medidas, el estudiante permanece en su colocación actual, a menos que usted y la escuela estén de acuerdo en una colocación diferente. Sin embargo, hay excepciones a esta regla general:

- Si el procedimiento implica la admisión inicial del estudiante a la escuela, el estudiante será

colocado en la escuela hasta que las medidas sean completadas, siempre que usted esté de acuerdo con tal colocación.

- Si el procedimiento implica un desacuerdo sobre el entorno educativo alternativo interino del estudiante, el estudiante permanece en el entorno educativo interino alternativo elegido por la escuela hasta por 45 días escolares, pendientes de la decisión del oficial de la audiencia, a menos que usted y la escuela convengan en una colocación diferente.

RECURSOS

Si usted necesita ayuda para entender el Aviso o tiene alguna pregunta sobre las salvaguardias u otras disposiciones del Artículo 7, puede ponerse en contacto con cualquiera de las siguientes agencias:

Indiana Department of Education

(Departamento de Educación de Indiana)

Center for Exceptional Learners)

(Centro para estudiantes excepcionales)

Office of Special Education

(Oficina de educación especial)

151 West Ohio Street

Indianapolis, IN 46204

Teléfono: 317-232-0570

Fax: 317-232-0589

Llamada gratis: 1-877-851-4106

About Special Kids (ASK)

(Acerca de niños especiales)

4755 Kingsway Drive, Suite 105A

Indianapolis, IN 46205

Teléfono: 317-257-8683

Fax: 317-251-7488

Llamada gratis: 1-800-964-4746 (Voz)

Llamada gratis: 1-800-831-1131 (TTY)

IN*SOURCE (Indiana Resource Center for Families with Special Needs)

(Centro de recursos de Indiana para familias con necesidades especiales)

1703 South Ironwood

South Bend, IN 46613-1036

Teléfono: 574-234-7101

Fax: 574-234-7279

Llamada gratis: 1-800-332-4433

Indiana Protection and Advocacy Commission

(Protección y defensa de Indiana)

4701 North Keystone Avenue, Suite 222

Indianapolis, IN 46205

Teléfono: 317-722-5555

Fax: 317-722-5563

Llamada gratis: 1-800-622-4845 (Voz)

Llamada gratis: 1-800-838-1131 (TTY)



Indiana IEP Resource Center

Goal Development Checklist

IEP Summary

- ☐ IEP shows evidence of a direct relationship between present levels of educational performance, the goals and services to be provided.

Present Levels Of Performance

- ☐ are current and relevant to the student
- ☐ evidence of need for the target behavior clearly identified
- ☐ contains baseline data

Annual Goal

- ☐ Three components of measurability are evident.
- ☐ *Target behavior* (observable, repeatable, verifiable)
- ☐ *Stimulus material or Conditions under which the skill is expected to occur*
- ☐ *Criterion for mastery or acceptable performance*
- ☐ addresses a unique need of this student
- ☐ passes the stranger test
- ☐ identifies the skill the student will be taught
- ☐ reflects a realistic expectation of one year's growth considering the student and his or her current skills
- ☐ allows a clear yes or no determination of whether the goal has been achieved
- ☐ can be reliably assessed

Three components of a measurable goal:

Target behavior...what do we want to change?

Stimulus material or conditions ...how will we measure change?

Criterion for acceptable performance...how will we know if the goal has been achieved?

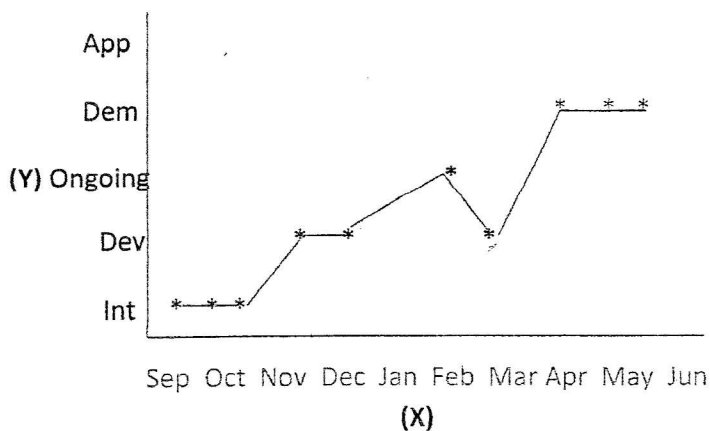
GOALS

- In 32 weeks, when presented with a passage from the 2nd grade reading text (Condition), Jeremy will read aloud (Target) 48 words per minute with less than 2 errors (Criterion).
- Given a print passage at his instructional level Pete will correctly identify ten letter combinations in 4 out of 5 trials over two consecutive weeks.
- When given a topic, at his instructional level, Pete will be able to write a three (four or five) paragraph essay including topic sentences, two supporting sentences, a concluding sentence while using the conventions of spelling, capitalization, and punctuation with no more than three errors in conventions...(4 out of 5 observed opportunities)
- Using the public transportation system, Jillian will get to and from her job placement during the work week, independently arriving at work on time for any five consecutive days.
- When presented with 20, 1 to 5 digit numbers, Jenny will correctly identify the place value of each number independently in 4 of 5 trials over 2 consecutive weeks.
- Given a picture of interest, Mark will be able to independently write 2 sentences (no dictation or adult prompting) using correct punctuation and capitalization in at least 3 out of 4 trials in a two week period.
- When given a list of five vocabulary words at his instructional level Caleb will correctly use four of those vocabulary words over three consecutive trials.
- During community outings Leslie will engage in activities by gazing at or touching objects in the environment when prompted by staff.
- After reading a passage (at his instructional level) or discussing a recent event John will correctly answer WH questions in four out of five opportunities.

- When in the school setting, John will identify when he is becoming anxious/overwhelmed and use a learned coping strategy with no more than two re-directions from staff.
 - **Rubric:**
 - **Introduced:** generates a list of situations that create anxiety in the school setting
 - **Emerging:** identify three strategies for coping that can be supportive to him
 - **Developing:** practices coping strategies in role playing situations and/or social stories
 - **On-going:** Uses a coping strategy in real situation with multiple prompts from staff
 - **Demonstrated:** John identifies when he is becoming anxious/overwhelmed and uses a learned coping strategy with no more than two prompts.
- After listening to or reading a passage (at her instructional level) Daisy will give three supporting details with no more than one error.
- When given a vocabulary list of 10 words at his instructional level, (student) will correctly use the words in an oral sentence with no more than two errors.

Rubric:

- **Introduced:** correctly pronounce vocabulary words (it's a given that this is all ten words)
- **Developing:** correctly defines vocabulary words (it's a given that this is all ten words)
- **Ongoing:** Correctly uses five vocabulary words in oral sentences
- **Demonstrated:** correctly uses ten words in oral sentences with no more than two errors
- **Applied:** correctly uses ten words in written sentences with no more than two errors



Single Point

- Using a learned organizational system, student will independently turn in 10 outside-of-class assignments in a two week period.

Method / Instrumentation for Measuring Progress

- grade book documentation of turned in assignments

Parameters to Build Graph

Metric

Initial Value

Target Value

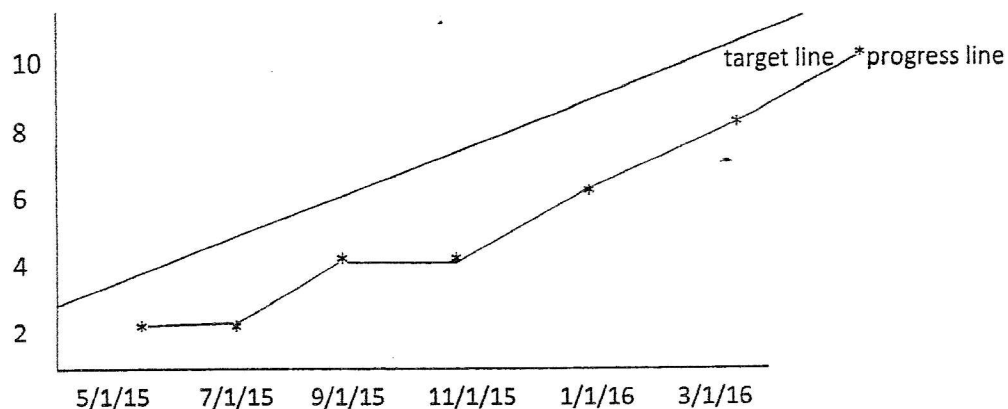
Frequency of Collection.....

Number of assignments turned in

3 on 03/15/2015

10 on 03/13/2016

1 per day



These are examples and not meant to be a cut and paste. Use the model and the method.

IEP Goals and Objectives

By Zoe Sikora, SD 50, Halda Gwaii

Goal Areas **MUST** be one of the following, followed by the "topic" as listed below

Communication; Physical; Behaviour; Academic/Cognitive; Aesthetic/Artistic Development; Career Development; Functional/Life Skills; Self care/help Skills; Social/Emotional; Transition

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Transition/Career Development Speaking, Post-Secondary Awareness p. 69

Transition/Career Development Writing....p. 70 -71

Topic/ Grade level	Goal	Objectives
Academic Vocabulary Development	When given a grade level text, STUDENT will demonstrate increasing word skills and vocabulary knowledge.	<ul style="list-style-type: none"> - By DATE, STUDENT will analyze the origins and roots of words with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine meanings and uses of words based on content with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify, select, and use appropriate academic and technical language with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use vocabulary appropriate to audience and purpose with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher

		<p>recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will discern nuances in meaning of words considering historical, cultural and literary contexts with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Vocabulary Development	When given a grade level text, STUDENT will demonstrate enhanced vocabulary knowledge and usage.	<ul style="list-style-type: none"> - By DATE, STUDENT will analyze talk about new words and ideas with others with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will analyze use new vocabulary words in speaking, including an expanding use of vocabulary related to specific subject areas with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will sort words and pictures into categories (e.g., living and non-living things) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. □ By DATE, STUDENT will use simple sound patterns (e.g., rhyming words) to learn new words with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use appropriate vocabulary to convey meaning when talking (e.g., describe their own feelings and the feelings of others) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 1	<p>When given a grade level text, STUDENT will demonstrate phonological awareness, by</p> <ul style="list-style-type: none"> - identifying and creating rhyming words - identifying and creating alliteration - segmenting the flow of speech into separate words - using sound segmenting and sound blending of syllables and phonemes in words 	<ul style="list-style-type: none"> - By DATE, STUDENT will clap or chant to rhythms in a text or repeat with accuracy a pattern or a refrain from a poem, song, or story with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify particular sounds or sound patterns in a spoken passage (e.g., identify rhyming words in a poem and give other examples, identify the sounds in an alliteration) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will recite poems, rhymes, riddles, tongue twisters, nonsense verse, actions, and jump-rope rhymes with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will engage with a group or the class in chants, choral reading, or reciting short, simple, rhythmic poems with repetitive patterns with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use sound isolation to identify initial, medial, and final sounds in one-syllable words with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and

		<p>teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will use sound blending to blend three to four sounds into a new word (e.g., m/a/n: man; s/t/o/p: stop) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use sound segmentation to segment three to four sounds in a one-syllable word (e.g., m-a-n, s-t-e-p) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use sound segmentation to substitute, delete, and add sounds to a word (e.g., substitute "n" in nap to "c"; take away "f" from flake; add "s" in front of mile) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 1	When given a grade level text, STUDENT will read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)	<ul style="list-style-type: none"> - By DATE, STUDENT will read aloud to adult or peers a variety of grade-appropriate literary texts with fluency, including expression and a sense of phrasing (e.g., three or more words at a time); may require rereads with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will retell most key story events in sequence, through discussion, drawing, or other representation, and identify basic story elements (e.g., characters, events, settings) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make basic inferences (e.g., about characters or situations) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will locate some details in written text, photos, illustrations, and other graphics in response to questions or tasks with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will contribute relevant ideas to large or small group discussions about literature, such as similarities and differences between two texts and between two genres (e.g., think-pair-share activities, book chats) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will engage in varied types of reading (e.g., buddy, echo, readers' theatre) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

<p>Academic Reading Gr. 2</p>	<p>When given a grade level text, STUDENT will respond to selections they read or view, by</p> <ul style="list-style-type: none"> - expressing an opinion supported with reasons - making text-to-self, text-to-text, and text-to-world connections 	<ul style="list-style-type: none"> - By DATE, STUDENT will express opinions in response to stories, information texts, poems, performances with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create a representation including detail (e.g., draw a picture, dramatize a section, create a new page for a story) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify connections between illustrations (e.g., diagrams, charts, graphs) and text with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create a written response to text, making personal connections (text-to-self), connections to other texts (text-to-text) and related events (text-to-world) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify how story events or characters are the same as or different from their own experiences (text-to-self) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
<p>Academic Reading Gr. 2</p>	<p>When given a grade level text, STUDENT will use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will combine graphophonic cues ("looks right"), semantic cues ("makes sense"), and syntactic cues ("sounds right") to decode new words with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use knowledge of oral language to predict words when reading with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will apply phonic rules and generalizations to read unfamiliar words in context with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use knowledge of word parts, contractions, and compound words to read unfamiliar words in context with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will recognize an increasing number of high-frequency words (i.e., up to 300 words) with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
<p>Academic Reading Grade 3</p>	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as</p> <ul style="list-style-type: none"> - stories from various Aboriginal and other 	<ul style="list-style-type: none"> - By DATE, STUDENT will read grade-appropriate literary texts independently and collectively (e.g., choral reading and readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work

	<p>cultures</p> <ul style="list-style-type: none"> —stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) —series and chapter books —picture books —poems 	<p>samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will summarize major points from fiction and retell events in the correct general sequence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make inferences (e.g., about characters or situations) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe similarities and differences among texts and among genres with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make text-to-text, text-to-self, and text-to-world connections with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate comprehension by sketching, completing a cloze activity, or acting out the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify images, rhythmic patterns, and themes in poems, citing specific words or phrases with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 3	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension of grade-appropriate information texts, such as</p> <ul style="list-style-type: none"> —non-fiction books —textbooks and other instructional materials —materials that contain simple diagrams, charts, or maps —reports and articles from children's magazines —reference materials —web sites designed for children —instructions and procedures 	<ul style="list-style-type: none"> - By DATE, STUDENT will read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use a variety of print and electronic reference sources (e.g., dictionaries and glossaries) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will offer reactions and opinions with some supporting reasons or explanation with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe and demonstrate use of 'text features' (e.g., titles, captions, text highlighting, illustrations) to gain understanding of information texts (e.g., index to answer a question or locate specific details; table of contents to locate information) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will accurately identify or summarize main topics addressed in a selection; create logical categories and sort information; may need some prompting with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use relevant details in answers and explanations (e.g., skim and scan text to find details) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate comprehension by sketching, completing a cloze activity, or acting out the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station's activity) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic	When given a grade level text, STUDENT will	<ul style="list-style-type: none"> - By DATE, STUDENT will check predictions, confirm,

Reading Grade 3	<p>use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - using 'text features' - self-monitoring and self-correcting - figuring out unknown words - reading selectively - summarizing 	<p>and revise predictions based on information from reading and viewing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use graphophonic, semantic, and syntactic cues in combination to decode unfamiliar words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use knowledge of prefixes and suffixes to determine word meaning with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use 'text features' such as glossaries, dictionaries, headings, captions, illustrations, and navigation bars to find information and figure out unfamiliar words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will discuss and summarize what they have read or viewed, at intervals and at the end with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will read and reread grade-appropriate texts with fluency and comprehension with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use self-correcting strategies such as rereading, skimming, or reading ahead to locate information or clarify meaning when a passage is not making sense with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 4	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including</p> <ul style="list-style-type: none"> - stories from various Aboriginal and other cultures - stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) - series and chapter books - picture books - poems 	<ul style="list-style-type: none"> - By DATE, STUDENT will read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate comprehension by making comparisons and personal connections (text-to-text, text-to-self, and/or text-to-world) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate and respond accurately to what they read and/or view (orally and/or in writing), providing detail and support for their reactions and opinions (e.g., reader response) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate comprehension of a selection by retelling main events in the correct sequence, describing the setting, accurately describing characters in some detail, and identifying the main theme with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will begin to question the author's viewpoint, position, or purpose with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate comprehension by sketching, completing a cloze activity, or acting out the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make reasonable inferences about characters or situations with 80% accuracy in 2 out

		<p>of 3 trials as evidenced by student work samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will describe similarities and differences among texts (text-to-text) and among genres with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify how rhyme schemes and rhythmic patterns contribute to effective fluency with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain how specific words, phrases, or images help create meaning in poetry with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 4	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension of grade-appropriate information texts, such as</p> <ul style="list-style-type: none"> -non-fiction books -textbooks and other instructional materials -materials that contain simple diagrams, charts, or maps -reports and articles from children's magazines -reference materials -web sites designed for children -instructions and procedures 	<ul style="list-style-type: none"> - By DATE, STUDENT will read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate comprehension by making connections with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, glossaries) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe and demonstrate use of 'text features' (e.g., titles, captions, text highlighting, illustrations, sidebars) to gain understanding of information texts (e.g., index to answer a question or locate specific details, sidebars to add additional information) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will access specific aspects of a text for a particular purpose (e.g., answer a question; locate specific, relevant details) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify main topics addressed in a selection, and distinguish between main ideas and related details with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make accurate and meaningful notes on a topic (e.g., organize information using a template or organizer) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station's activity) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will extract accurate and relevant information from text and 'text features', including specific details from graphics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will express enjoyment of reading (independently and/or collectively) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will begin to question the author's viewpoint, position, or purpose with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<p>- By DATE, STUDENT will demonstrate comprehension by sketching, completing a cloze activity, or acting out the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Grade 4	<p>When given a grade level text, STUDENT will view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)</p>	<p>- By DATE, STUDENT will engage in discussions about the purposes of particular images or media texts (e.g., to inform, entertain, persuade) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will determine who is served by these images (i.e., critical literacy) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will identify main ideas and relevant details in response to questions or activities with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will suggest reasonable interpretations of images; make some relevant inferences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make some reasonable connections to other visual texts (e.g., similar types of messages) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Grade 5	<p>When given a grade level text, STUDENT will select and use strategies before reading and viewing to develop understanding of text, including</p> <ul style="list-style-type: none"> -setting a purpose and considering personal reading goals -accessing prior knowledge to make connections -making predictions -asking questions -previewing texts 	<p>- By DATE, STUDENT will write down and/or share what they already know about a topic or idea (e.g., using organizers) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make logical predictions about content, based on prior knowledge and understanding of genre and author with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will generate a question(s) to guide their reading and viewing q use prior knowledge and preview the text and 'text features' (e.g., table of contents, illustrations, headings) to anticipate and ask questions before reading with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Grade 5	<p>When given a grade level text, STUDENT will select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - making inferences and drawing conclusions <p>conclusions</p> <ul style="list-style-type: none"> - using 'text features' - self-monitoring and self-correcting - figuring out unknown words - reading selectively - determining the importance of ideas/ <p>events</p> <ul style="list-style-type: none"> - summarizing and synthesizing 	<p>- By DATE, STUDENT will check predictions, and confirm or revise based on information from reading and viewing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will self-monitor, select, and adjust strategies to self-correct (e.g., reread, read ahead, go to another source) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will discuss and summarize what they have read or viewed, at intervals and at the end with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make personal connections during the reading (text-to-self, text-to-text, text-to-world), often through reader response with 80% accuracy</p>

		<p>in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify meaning with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will skim and scan to gather information and use glossaries, sidebars, navigation bars, and hyperlinks to find information in non-fiction text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will question author's motive or intent (i.e., critical literacy) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 5	<p>When given a grade level text, STUDENT will select and use strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> -self-monitor and self-correcting -generate and responding to questions -make inferences and drawing conclusions -reflect and responding -visualize -use 'text features' to locate information -use graphic organizers to record information -summarize and synthesize 	<ul style="list-style-type: none"> - By DATE, STUDENT will review the purpose set prior to reading or viewing, and use it to guide rereading and "re-viewing" with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use self-monitoring and self-correcting strategies (e.g., reread and skim for details and to confirm understanding) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will ask and respond to questions related to the material read or viewed with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use 'text features' (e.g., headings, illustrations, diagrams) to locate information with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use graphic organizers to record and organize information (e.g., "Plus-Minus-Interesting" chart, Venn diagram, report outline) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will summarize the "big idea" or author's message, and give supporting details with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will reflect on the reading and viewing and make connections (text-to-self, text-to-text, text-to-world) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 5	<p>When given a grade level text, STUDENT will read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> -developing explanations -distinguishing between fact and opinion -analyzing texts to consider alternatives -drawing conclusions -comparing various viewpoints -summarizing and synthesizing 	<ul style="list-style-type: none"> - By DATE, STUDENT will clarify the changes that have occurred in their thinking as a result of the integration of new information read or viewed (e.g., about their use of resources, about international issues) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate critical literacy by recognizing and explaining how viewpoint influences messages (e.g., in advertising) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will compare different forms/genres of similar information and analyze the effectiveness of one over the other (e.g., historical fiction vs. textbook article) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<p>- By DATE, STUDENT will analyse protagonists from two novels q incorporate information from a variety of sources to extend and clarify their understanding of a particular topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will draw conclusions from information read or viewed, and defend their conclusions logically with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will distinguish between fact and opinion in persuasive texts q question the author's purpose or viewpoint (i.e., critical literacy) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Grade 6	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including</p> <ul style="list-style-type: none"> -stories from Aboriginal and other cultures -literature from Canada and other countries -short stories and novels exposing students to unfamiliar contexts -short plays that are straightforward in form and content -poetry in a variety of forms 	<p>- By DATE, STUDENT will read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will demonstrate comprehension by making connections (text-to-text, text-to-self, and text-to-world) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will generate and respond thoughtfully to comprehension activities (orally and in writing), providing details and support from the text for their reactions and opinions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make and justify logical predictions, inferences, and interpretations about the text and about events "beyond the story" with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will draw comparisons among texts and among genres q demonstrate comprehension by sketching or acting out the text q question the author's viewpoint, position, or purpose (i.e., critical literacy) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will explain the significant images and use of poetic language and simple literary devices (e.g., simile, metaphor, alliteration) - By DATE, STUDENT will use 'text features' to support meaning when reading aloud (e.g., dialogue, punctuation, and phrasing) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Grade 6	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including</p> <ul style="list-style-type: none"> -non-fiction books -textbooks and other instructional materials -materials that contain simple diagrams, charts, or maps -reports and articles from children's magazines -reference materials -web sites designed for children -instructions and procedures -advertising and promotional materials 	<p>- By DATE, STUDENT will read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will locate specific relevant details through the use of 'text features' (e.g., glossaries, tables of contents, unit summaries, indices, appendices, navigation bars, search engines) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will identify main topics addressed</p>

		<p>in a selection and distinguish between main ideas and related details with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will make organized notes on a topic by creating relevant categories that reflect the main ideas or topics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make inferences or interpretations based on evidence from the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate questions that may be answered through further reading on the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will question the author's viewpoint, position, or purpose (i.e., critical literacy) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will develop skill in discriminating between fact and opinion with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will extract accurate and important information from text and 'text features', including specific details from graphics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 6	<p>When given a grade level text, STUDENT will respond to selections they read or view by expressing opinions and making judgments supported by explanations and evidence explaining connections (text-to-self, text-to-text, and text-to-world) identifying personally meaningful selections, passages, and images</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will offer responses and opinions with supporting explanations or create a written response to text, making personal connections, connections to other texts, and connections to related events with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will compare their responses to texts with the response of others (e.g., literature circles) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make and support connections to other reading or viewing selections (e.g., compare characters, plots, resolutions, themes, and authors' craft with direct quotes from source) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify powerful passages from texts and describe why they are personally meaningful with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will join with a partner(s) and act out a favourite scene, passage, or image with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 7	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including</p> <ul style="list-style-type: none"> - stories from Aboriginal and other cultures - literature reflecting a variety of ancient and modern cultures - short stories and novels exposing students to unfamiliar contexts - short plays that are straightforward in form and content - poetry in a variety of forms 	<ul style="list-style-type: none"> - By DATE, STUDENT will read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe setting, characters, plot, events, and conflict in their own words, and explain how they influence each other (e.g., elements of setting influence character action, character action contributes to understanding of characterization, plot events can contribute to mood) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make and defend inferences

		<p>that show some insight into characters' motivations and feelings; provide support with specific evidence from the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will draw comparisons among texts and among genres with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will offer meaningful interpretations of the theme or author/poet's message with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make and support direct and indirect connections (text-to-self, text-to-text, and text-to-world) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify the central theme or idea in a poem, and explain how it is conveyed through images and poetic devices (including figurative language) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use 'text features' (e.g., dialogue, punctuation) to support meaning when reading aloud and silently with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 7	<p>When given a grade level text, STUDENT will read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including</p> <ul style="list-style-type: none"> -non-fiction books -textbooks and other instructional materials -visual or graphic materials -reports and articles -reference materials -appropriate web sites -instructions and procedures -advertising and promotional materials 	<ul style="list-style-type: none"> - By DATE, STUDENT will read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will locate specific relevant details through the use of 'text features' (e.g., glossaries, tables of contents, unit summaries, indices, appendices, visuals, navigation bars, search engines) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify main topics addressed in a selection and distinguish between main ideas and related details with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make accurate, organized notes by creating categories that reflect the main ideas or topics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will support meaningful inferences or interpretations with specific evidence from the text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate questions and provide answers through further reading on the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will include accurate and important information from text and 'text features', including specific details from graphics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Grade 7	<p>When given a grade level text, STUDENT will reflect on and assess their reading and viewing, by referring to class-generated criteria setting goals and creating a plan for improvement</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will identify the strategies that good readers/viewers use before, during, and after reading and viewing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher

	taking steps toward achieving goals	<p>recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will discuss their reading and viewing using vocabulary pertaining to texts and to assessment with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe and assess their reading and viewing through the meaningful application of reading criteria (e.g., made mental pictures, made inferences, used context cues, drew conclusions, determined most important information) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will engage in reflection about what they must do to be good readers and viewers at different stages of the reading or viewing process (i.e., before, during, after) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify areas to improve their reading, set goals, and take steps to achieve those goals with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify preferences in books and make appropriate choices for further reading with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe the self-correcting strategies they have chosen when a passage is not making sense (e.g., paraphrase, reread, read ahead, "re-view") and assess the success of those strategies with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Comprehension 8	<p>When given a grade level text, STUDENT will read, both collaboratively and independently, to comprehend a variety of literary texts, including</p> <ul style="list-style-type: none"> - literature reflecting a variety of times, places, and perspectives - literature reflecting a variety of prose forms - poetry in a variety of narrative and lyric forms - significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) - traditional forms from Aboriginal and other cultures - student-generated material 	<ul style="list-style-type: none"> - By DATE, STUDENT will identify how the key elements of a story (e.g., setting, plot, character and mood) influence each other (e.g., elements of setting influence character action, character action contributes to understanding of characterization, plot events can contribute to mood) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify how elements of poetry (e.g., figurative language, form, sound devices) contribute to construction of meaning (e.g., "Robert Service uses repetition because he is writing a ballad.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make and explain inferences about the text (e.g., "The hero's strength was his insight into the feelings of others," "Because this took place a long time ago, she wasn't allowed to reach her potential.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will offer relevant insights regarding the text and/or author (e.g., "The speaker regrets his unkindness to his mother," "In this poem the writer is suggesting that people are often unkind to those they love.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make and support connections between the text and personal experience (e.g., "This made me think about the use of the circle in my culture.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make and support connections to other texts (e.g., "This reminds me of when we read about the lord's bad treatment of the

		<p>serfs.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will explain how descriptive language helps to create meaning (e.g., "When E.J. Pratt describes the cliff, it makes me understand the woman's sadness.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Comprehension 8	<p>When given a grade level text, STUDENT will read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form, such as</p> <ul style="list-style-type: none"> - articles and reports - biographies and autobiographies - textbooks, magazines, and newspapers - print and electronic reference material - advertising and promotional material - opinion-based material - student-generated material 	<p>- By DATE, STUDENT will determine and state a purpose for reading (e.g., "I am looking for connections to my life in northern BC...," "My partner and I need to find the main idea.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will restate main ideas in own words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will locate details relevant to reader's purpose, including those provided in visual or graphic materials with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- make notes by creating categories that reflect the main ideas or topics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will support inferences or interpretations with specific evidence from the text (e.g., "Deborah Ellis lets the women of Afghanistan tell their own stories. That way...") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will find information from a variety of sources, including magazines, newspapers, web sites, electronic media, and anthologies with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading 8	<p>When given a grade level text, STUDENT will independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency</p>	<p>- By DATE, STUDENT will choose text of appropriate difficulty (e.g., apply five-finger rule, paraphrase a paragraph) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will select texts based on personal interest or topic of study (e.g., read back cover, choose by genre and/or author, choose resource from a text set) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will read independently every day (e.g., 15-20 minutes in class; 30-40 minutes on own time) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will offer to read aloud to various audiences (e.g., family members, a partner, information circle, research group) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use knowledge of genre and</p>

		<p>text structure to improve fluency and expression when reading aloud with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will talk about independent reading as an enjoyable and shared experience (e.g., "If you like that author, you'll like...") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will describe text, author, and/or genre preferences (e.g., "I've been reading <i>The Sky is Falling</i> because I'm interested in learning about WW II.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Comprehension 9	<p>When given a grade level text, STUDENT will read, both collaboratively and independently, to comprehend a variety of literary texts, including</p> <ul style="list-style-type: none"> - literature reflecting a variety of times, places, and perspectives - literature reflecting a variety of prose forms - poetry in a variety of narrative and lyric forms - significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) - traditional forms from Aboriginal and other cultures - student-generated material. 	<p>- By DATE, STUDENT will identify how the key elements of a story (e.g., setting, plot, character, and theme) influence each other (e.g., elements of setting influence character action, character traits contribute to conflict, plot events contribute to theme) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will identify how elements of poetry (e.g., figurative language, form, sound devices) contribute to construction of meaning (e.g., onomatopoeia contributes to humour, repetition creates emphasis) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make and explain inferences about the text (e.g., "The fire allowed the boy to show his bravery," "Because the father was weak, the children felt unsafe.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will offer relevant insights regarding the text and/or author (e.g., "In the short story all the children are happy because their parents show love to each other," "In 'David,' the words used to describe nature give the feeling of Bobby's horror when he goes down the mountain.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make and support connections between the text and personal experience (e.g., "It reminded me of how I felt when my mother was so sick," "I feel happier when the snow melts, too.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will make and support connections to other texts (e.g., "Nothing has changed. The kids in <i>Iqbal</i> were treated badly, just like the factory kids in the 1800s that we read about in <i>Socials</i>.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will explain how descriptive language helps to create meaning (e.g., "When I read 'The Shark,' I noticed that the language shows that the shark is sinister.") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Reading Comprehension 9	<p>When given a grade level text, STUDENT will independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency</p>	<p>- By DATE, STUDENT will independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will choose texts of appropriate difficulty (e.g., vocabulary preview, paraphrase a paragraph) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher</p>

		<p>recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will select texts based on personal interest or topic of study (e.g., preview table of contents, choose by genre and/or author, choose resource from a text set) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will read Independently every day (e.g., 15-20 minutes in class, 30-40 minutes on own time) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will offer to read aloud to various audiences (e.g., family members, a partner, information circle, research group) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use knowledge of genre and text structure to improve fluency and expression when reading aloud with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will talk about independent reading as an enjoyable and shared experience (e.g., "If you like mysteries, try reading...") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe text, author, and/or genre preferences (e.g., "I like science fiction the best. When I read Robert J. Sawyer stories, I escape...") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Comprehension 9	<p>During reading and viewing, when given a grade level text, STUDENT will select and use a range of strategies to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> -predict, questioning, visualizing, and making connections -make inferences and drawing conclusions -differentiate main ideas and supporting details - summarize -use text features -determine the meaning of unknown words and phrases -self-monitor and self-correct 	<ul style="list-style-type: none"> - By DATE, STUDENT will discuss and/or explain predictions (e.g., compare new information to predictions) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate, share, and/or record questions and inferences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe, sketch, or use graphic organizers to record mental images with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and communicate connections (e.g., text-to-text, text-to-self, text-to-world) made while reading (e.g., concept map, journal response, coding text, partner chats) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify graphic and visual cues used to find information and clarify understanding (e.g., glossaries, summaries, questions in text, outlines, sidebars, navigation bars, and hyperlinks) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make relevant notes using logical categories (e.g., outlines, mind maps, timelines) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will restate main ideas/events in own words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use context cues, word structure, illustrations, and classroom

		resources to figure out unfamiliar vocabulary with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify when meaning-making is breaking down with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Comprehension 10	When given a grade level text, before reading, STUDENT will select, adapt and apply strategies to anticipate context and construct meaning.	- By DATE, STUDENT will make logical, detailed predictions to anticipate context and construct meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate guiding or speculative questions to anticipate context and construct meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Comprehension 10	When given a grade level text, during reading and viewing, STUDENT will select, adapt and apply a range of strategies to construct, monitor and confirm meaning.	- By DATE, STUDENT will compare and refine predictions, questions, images and connections to construct, monitor and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make inferences and draw conclusions to construct, monitor and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will summarize and paraphrase what is being read to construct, monitor and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use text features to construct, monitor and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Reading Comprehension 10	When given a grade level text, after reading and viewing, STUDENT will select, adapt and apply a range of strategies to extend and confirm meaning.	- By DATE, STUDENT will reflect on predictions, questions, images, and connections made during reading to extend and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will review text and purpose for reading to extend and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make inferences and draw conclusions to extend and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will summarize, synthesize and apply ideas to extend and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify stylistic techniques to extend and confirm meaning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Writing Grade 1	When given appropriate direction STUDENT will use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models).	

		<p>-By DATE, STUDENT will use diagrams, sketches, and pictures from books to prompt their writing with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will voice thoughts while writing or representing (e.g., "writer's mumble," "think-aloud") with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use models of story beginnings to develop own story beginning with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-□ By DATE, STUDENT will use sound-symbol relationships including invented spelling to write unfamiliar words with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-□ By DATE, STUDENT will choose precise words to "paint a picture" for readers by referring to class word lists, word walls, personal dictionaries, and newly acquired vocabulary with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-□ By DATE, STUDENT will read work in progress aloud and ask others for suggestions (e.g., take the "author's chair") with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-□ By DATE, STUDENT will use software tools to write or represent thoughts with 85% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 1	When given appropriate direction STUDENT will use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)	<p>- By DATE, STUDENT will read writing aloud/or present representation and ask others for suggestions (e.g., take the "author's chair") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will engage in partner-talk to discuss how to make the "picture" clearer for the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will engage in improving a piece of writing, often in response to questions or prompts with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will begin to understand the difference between revising and editing (i.e., revising involves clarifying meaning through changing the wording whereas editing involves correcting spelling, capitalization, and punctuation) with 80% accuracy in</p>

		<p>2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will share and publish selected texts (e.g., on class bulletin boards) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
<p>Academic Writing Grade 1</p>	<p>When given appropriate direction STUDENT will use some features and conventions of language to express meaning in their writing and representing</p>	<p>Grammar and Usage</p> <p>- By DATE, STUDENT will use complete simple sentences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data</p> <p>- By DATE, STUDENT will use an "s" to form the plural of familiar words (e.g., carpet/carpets, animal/animals, friend/friends) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>Punctuation and Capitalization</p> <p>- By DATE, STUDENT will use capital letters for the beginning of most sentences; capitalize the first letter of names and the pronoun "I" with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use periods to end most sentences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will begin to use question marks and exclamation marks, when appropriate, to end sentences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>Vocabulary and Spelling</p> <p>- By DATE, STUDENT will use a range of high-frequency words from the word wall with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will generate new words by comparing them with familiar word patterns (e.g., if I know "cat," I can spell "sat") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will use phonic knowledge and invented spelling when attempting to spell unknown words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>

		<ul style="list-style-type: none"> - By DATE, STUDENT will begin to use word variety and attempt to use newly acquired vocabulary Presentation with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will incorporate directionality into writing (e.g., left to right and line movement down a page) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will copy words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will print legibly and correctly form letters (e.g., strive for consistency in letter size and shape) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use uppercase and lowercase letters with some consistency with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use spaces between words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use headings, titles, and illustrations to add more detail with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Writing Gr. 2	When given appropriate direction STUDENT will create personal writing and representations that express connections to personal experiences, ideas, likes and dislikes	

		<ul style="list-style-type: none"> - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that makes sense and focuses on a central idea, image, or feeling with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that offers a series of related details that reflect something learned or experienced (e.g., response to a guest speaker, poem read to class) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that includes a number of sentences on one topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that features text and pictures working harmoniously to enhance the topic but writing can be understood without visual support with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that show beginning use of "book language" rather than "talk written down" with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that feature a few choice words, details, and some interesting images with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that show some evidence of individuality in text and pictures with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that capture a general mood such as happy, sad, or mad with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters,
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		<p>and may include impromptu writing) that evidence some variety in sentence beginnings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that use genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that use text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that show beginning use of effective transitions between words and between ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that feature paragraphs although paragraph divisions may be inconsistent with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create personal writing and representations (e.g., free writes, reading response, journal entries, story descriptions, personal letters, and may include impromptu writing) that generally includes an ending with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Gr. 2		

	<p>When given appropriate direction STUDENT will create imaginative writing and representations, sometimes based on models they have read, heard, or viewed</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that makes sense and focuses on a central idea, image, or mood with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that features a focussed topic that shows imagination with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that includes, when in story form, characters, setting, and a situation that needs to be resolved with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that when in poetic form, presents image or mood that is enhanced by relevant details with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that includes a number of sentences or poetic lines on one topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that features pictures and text working harmoniously to enhance the topic but writing can be understood without visual support with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that demonstrates a sense of sentence pattern or poetic form, as appropriate, when read aloud with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that includes simple and compound sentence structures that vary in length with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create some types of imaginative writing and representations (e.g.,
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		<p>expressive writing such as stories, plays, and poems, and may include impromptu writing) that creates images through some with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>experimentation with new and sensory words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that uses descriptive nouns (e.g., cedar) mixed with generic nouns (e.g., wood), and some powerful verbs (e.g., burst instead of broke) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that imitates features of writing from books read and stories heard with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that shows some awareness of audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that captures a general mood with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that evidences the beginning of effective transitions between ideas (e.g., through the use of "and," "but," "then") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that includes</p>
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		<p>attempts to use a variety of sentence beginnings that signal the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that uses paragraphs in stories although paragraph divisions may be inconsistent; begins to show stanzas in poems but may not have logical division with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that includes dialogue which is usually logical with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create some types of imaginative writing and representations (e.g., expressive writing such as stories, plays, and poems, and may include impromptu writing) that includes a title that is helpful for a reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Gr. 2		

	<p>When given appropriate direction STUDENT will use strategies during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - referring to word banks - examining models of literature/visuals - revising and editing 	<ul style="list-style-type: none"> - By DATE, STUDENT will use webs, lists, or charts to prompt their writing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will think aloud while writing (e.g., voice thoughts while writing, "writer's mumble") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will improve organization while writing (e.g., use a class-generated list of great leads to write a lead); ensure all ideas in the writing are connected to one main idea with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate ideas while writing (e.g., ask others to listen and ask specific questions about the writing to determine what details need to be included) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will adjust writing to ensure that the form and tone are suitable for the intended audience (e.g., an invitation to a friend would have a welcoming tone) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will clarify word choice (e.g., make a list of sensory words related to the topic, refer to word banks or word walls, apply newly acquired vocabulary) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will use word processing and other software tools to write or represent thoughts with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Writing Grade 3	<p>When given appropriate direction STUDENT will create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> - ideas supported by related details - sentence fluency using a variety of sentence lengths and patterns - experimentation with word choice by using new and different words - an emerging voice demonstrating a developing writing style - an organization that is meaningful and logical 	<ul style="list-style-type: none"> - By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that makes sense, and develops related ideas, images, or feelings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that may be sustained for several paragraphs with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions,

		<p>personal letters, and may include impromptu writing) that includes pictures and text working harmoniously to enhance the topic, but writing can be understood without visual support with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that includes some sentences that read smoothly while others do not with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that includes sentences that start in a variety of ways with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that features new and different words to describe feelings, opinions, and ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that evidences an emerging voice that expresses individuality and personal connections to text or experiences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that shows attempts to emulate the style of authors Form in "Performance Standards"/Organization in "Traits of Writing." The writing/representation: with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>- By DATE, STUDENT will create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that uses genre or form appropriate to purpose and audience</p> <ul style="list-style-type: none"> - uses text structures appropriate to form or genre - demonstrates increasingly smooth transitions between ideas - includes some successful use of paragraphs - may include a variety of connecting words to combine ideas <p>and indicate comparisons with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 3	<p>When given appropriate direction, STUDENT will create a variety of clear, easy-to-follow informational writing and representations, featuring</p> <ul style="list-style-type: none"> - ideas that are adequately developed through relevant details and explanations - sentence fluency through a variety of correctly constructed sentences - word choice by using some new and precise words including content-specific vocabulary - a voice that demonstrates interest in and 	<p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that makes sense and explains information with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may</p>

	<p>knowledge of the topic</p> <ul style="list-style-type: none"> – an organization that includes an introduction, and logically connected and sequenced details 	<p>include impromptu writing) that includes a focused topic that is clear and coherent with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that includes information that is accurate and complete with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that includes visuals and text that work jointly to support the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that evidences language that is clear and natural with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that includes complete sentences, and most read smoothly with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that includes a variety of sentence types, lengths, and structures such as simple and compound; may attempt complex with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that features the use of paragraphs with some degree of success with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that shows understanding of the topic through personal experience and/or research with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that shows a sense of audience or consideration for the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of</p>
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		<p>informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that contains a variety of carefully chosen connecting words to combine ideas and to indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that includes visual information (e.g., illustrations, diagrams) that is clear and relevant to the written text with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that features a title that captures the main idea with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that evidences attempts to develop effective leads and endings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 3	<p>When given appropriate direction, STUDENT will create a variety of imaginative writing and representations following patterns modeled from literature, featuring</p> <ul style="list-style-type: none"> - ideas developed through interesting sensory detail - sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural - experimentation with word choice by using new, unusual words and varied descriptive and sensory language - an emerging voice demonstrating a developing writing style - an organization that develops logically from an engaging opening through to a satisfying ending 	<p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that demonstrate the following criteria with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that makes sense and focuses on a central idea, image, or mood with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that contains descriptions enhanced through sensory detail with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>

		<p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that features a topic that shows Imagination and may be original with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that may be made up of several paragraphs with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that will include pictures to enhance the main ideas but visuals are not necessary for comprehension with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that will be beginning to emulate the style of authors with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that contains a variety of sentence types and patterns, lengths, and structures such as simple, compound, and sometimes complex with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that features sentences that are complete and usually read smoothly with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that uses some figurative language to create descriptive images with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>-By DATE, STUDENT will create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that features a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
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Academic Writing Grade 4	<p>When given appropriate direction, STUDENT will create meaningful visual representations that</p> <p>communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> -development of ideas through clear, focussed, and useful details -connections to personal feelings, experiences, opinions, and information -an expressive voice -an organization in which key ideas are evident 	<p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that conveys information and ideas for a specific purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that develops key ideas through details, images, and emotions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrates imaginative connections to personal feelings, experience, and opinions, when appropriate with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that displays an evident and expressive individual perspective with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that moves the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that features elements of form to enhance meaning</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that utilizes 'text features'/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 4	<p>When given appropriate direction, STUDENT will select and use strategies before writing and representing, including</p> <ul style="list-style-type: none"> - setting a purpose 	<p>By DATE, STUDENT will set a purpose and identify an audience for own writing and representing (e.g., to persuade, entertain, inform) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and</p>

	<ul style="list-style-type: none"> - identifying an audience - selecting a genre and form from samples provided - developing class-generated criteria based on analysis of the form of writing or representing - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 	<p>teacher recorded data.</p> <p>By DATE, STUDENT will examine appropriate examples of the genre and form, and analyse and identify their characteristics with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will contribute to generating class criteria for writing or representing by examining anonymous writing samples or examples of literary or information text (e.g., great leads, interesting story sequence, using a variety of sentence types and length) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will generate and develop ideas in a variety of ways (e.g., outline, brainstorm, share conversations, recall, interview, use graphic organizers, sketch, create mental images, ask questions) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will categorize and organize ideas and information using simple headings and graphic organizers (e.g., mind maps, fishbone, storyboards) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 4	<p>When given appropriate direction, STUDENT will select and use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> - checking their work against established criteria - reading aloud and listening for fluency – writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) 	<p>By DATE, STUDENT will check writing against class criteria (e.g., some consistency with form of writing selected, sensory detail, variety of sentence types and lengths, precise language, legibility) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will after checking work against criteria, select areas for revision, and revise to enhance work with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will accept and incorporate some revision suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary, detail on poster) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will engage in editing a piece of writing independently or with a peer (e.g., by using a proofreading guide; by checking spelling with a dictionary; by using a thesaurus to enhance several nouns and verbs; by checking punctuation; by ensuring legibility if handwritten and formatting consistency if word processed; by checking that the text has appropriate visual features, table of contents, labels on diagrams) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will publish and share with the intended audience (e.g., class newsletter) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 5	<p>When given appropriate direction, STUDENT will create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring development of ideas by making connections to personal feelings, experiences, opinions, and information as well as an expressive voice and organization in which key ideas are evident</p>	<p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that conveys information and ideas for specific purposes and audiences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrates imaginative connections to personal feelings, experiences, and opinions, when appropriate with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that</p>

		<p>develops key ideas through details, images, and emotions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that displays an evident and expressive individual perspective with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that moves or engages the reader/viewer with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that uses elements of form to enhance meaning with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that uses 'text features'/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 5	When given appropriate direction, STUDENT will use writing and representing to express personal responses and relevant opinions about experiences and texts	<p>By DATE, STUDENT will use writing and representing to establish insightful connections between texts and personal experiences or knowledge (e.g., similar conflicts) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will express a range of personal responses through a wide variety of forms and media (e.g., personal narrative, poetry, graphic novels) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will incorporate new vocabulary into their own writing (e.g., "writing like a scientist," adopting a character) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 5	When given appropriate direction, STUDENT will reflect on and assess their writing and representing, by referring to class-generated criteria setting goals and creating a plan for improvement taking steps toward achieving goals	<p>By DATE, STUDENT will describe the processes they used to create the product before, during, and after (e.g., prewriting, building criteria, drafting, revising, editing, publishing, and presenting) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will use criteria to identify strengths and make suggestions about their own or others' work (e.g., tell what is appealing about a piece of work, use a T-chart to relate specific evidence from their work to the pre-established criteria, use constructive language to give feedback) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next with reference to one of the criteria) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will follow a simple plan to achieve one or two goals for improvement in future writing and representing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher</p>

		<p>recorded data.</p> <p>By DATE, STUDENT will demonstrate pride and satisfaction in own writing and representing (e.g., select work to put in portfolio and to share with class) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 6	<p>When given appropriate direction, STUDENT will write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> —clearly developed ideas by using effective supporting details, explanations, comparisons, and insights —sentence fluency through sentence variety and lengths with increasing rhythm and flow —effective word choice through the use of an increasing number of new, varied, and powerful words —an honest voice —an organization that is meaningful, logical, and effective, and showcases a central idea or theme 	<p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that makes sense, and develops a clear main idea well supported by strong related details, including images and feelings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that sustains ideas through several related paragraphs with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that may include visuals which enhance the main ideas but are not necessary for comprehension with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that features varied word order within a sentence for effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that includes well-constructed sentences that read smoothly and effective use of paragraphs with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that experiments with new, powerful, and precise words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that features a voice that is honest and authentic to the purpose and role with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that uses text structures</p>

		<p>appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that includes paragraphs that enhance the clarity of the ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that features strong leads and satisfying endings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 6	<p>When given appropriate direction, STUDENT will write a variety of effective Informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <ul style="list-style-type: none"> —clearly developed ideas by using focused and useful supporting details, analysis, and explanations —sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style —effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs —a voice demonstrating an appreciation and interest in the topic —an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details 	<p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that purpose (e.g., instructions can be followed) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that makes sense and emphasizes important ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that includes a narrowed, focussed, clear, and coherent topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that includes information that is accurate; integrates information from several sources with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that shows understanding of the topic through personal experience and/or research with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that may express and justify a viewpoint with 80%</p>

		<p>accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that anticipates and answers some of the reader's questions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. includes visuals and text working jointly to represent and enhance the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that is interesting and easy to follow with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that shows awareness and consideration of audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that reads smoothly and demonstrates effective paragraphing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that contains clear language and effectively used content words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that engages and, if applicable, persuades the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that experiments with changes in word order within a sentence for effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing)</p>
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		<p>that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of Informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that includes logical and effective sequencing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that features strong leads and satisfying endings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that utilizes 'text features' (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that generally reads smoothly and pacing is controlled with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing, such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, opinions, newspaper articles, and may include impromptu writing) that includes an original and informative title with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 6	When given appropriate direction, STUDENT will write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modeled from literature, featuring	<p>By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that makes sense and develops, clear, focused ideas which may be imaginative</p>

-well-developed ideas through the use of interesting sensory detail
 -sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity
 -effective word choice by using engaging figurative and sensory language
 -an authentic voice
 -an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion

and original with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that narrows and focuses a topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that includes well-developed paragraphs with sensory detail that creates meaning for the reader; poetry uses sensory detail and follows the pattern provided with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that features strategic word order in a sentence or line of poetry for dramatic effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that emulates elements of style from literature or from a poetic form with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that shows experimentation with new words with some success with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that uses literary devices (e.g., simile, metaphor, alliteration, onomatopoeia) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that shows a clear sense of audience; includes ideas and details that engage the reader and create an emotional impact with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that features an honest, personal, and engaging voice, appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of imaginative

		<p>writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that reads smoothly and pacing is controlled with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that contains clear dialogue that contributes to the understanding of character with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that includes a thoughtful and expressive title with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 7	When given appropriate direction, STUDENT will create a variety of well-developed texts, including meaningful personal texts, clear information texts, and engaging imaginative texts which increasingly reveal an honest and engaging voice, and deliberate and effective word choice.	<p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that makes sense, and develops a clear main idea, well supported by details that include related ideas, images, or feelings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that sustains ideas through several related paragraphs with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that may include visuals that enhance the main ideas but are not necessary for comprehension with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that features strategically varied word order within a sentence for effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that includes a</p>

		<p>variety of well-constructed sentences that read smoothly, and effective use of paragraphs with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include Impromptu writing) that effectively experiments with new, powerful, and precise words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include Impromptu writing) that features an honest voice that enhances purpose and engages the audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include Impromptu writing) that includes paragraphs that enhance the clarity of the ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that features natural and smooth transitions between ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive narratives, memoirs, personal letters, and may include impromptu writing) that features strong leads and satisfying endings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 7	<p>When given appropriate direction, STUDENT will write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <p>—clearly developed ideas by using focused and useful supporting details, analysis, and</p>	<p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes a clear purpose that is accomplished (e.g., instructions can be followed) with 80% accuracy in 2 out of 3 trials as</p>

	<p>explanations</p> <ul style="list-style-type: none"> —sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style —effective word choice by using content words, precise nouns, and powerful verbs and modifiers —a voice demonstrating an appreciation and interest in the topic —an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion 	<p>evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that makes sense and emphasizes important ideas</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes a narrowed, focussed, clear, and coherent topic</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes information that is accurate and integrates information from several sources with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that shows understanding of the topic through personal experience and/or research with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that may express and justify a viewpoint with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that anticipates and answers some of the reader's questions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes visuals and text working jointly to represent and enhance the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that shows a clear sense of audience; shows consideration for and interest in the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that features</p>
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		<p>experimentation with word order for effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that reads smoothly and demonstrates strategic paragraphing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that exhibits tone and level of formality appropriate for purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that contains clear language and effectively used content words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that shows a clear sense of audience and shows consideration for and interest in the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that exhibits interest or care in the topic; engages, and, if applicable, persuades the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that contains a variety of sentence types, lengths, and structures (e.g., simple, compound, and complex) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work</p>
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		<p>samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of Informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes logical and effective sequencing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that utilizes 'text features' (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that reads smoothly with controlled pacing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes an original and informative title with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that features strong leads and satisfying endings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Writing Grade 7	<p>When given appropriate direction, STUDENT will write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <ul style="list-style-type: none"> —clearly developed ideas by using focused and useful supporting details, analysis, and explanations —sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style —effective word choice by using content words, precise nouns, and powerful verbs and modifiers —a voice demonstrating an appreciation and interest in the topic —an organization that includes an inviting lead 	<p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes a clear purpose that is accomplished (e.g., instructions can be followed) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of Informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that makes sense and emphasizes important ideas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>

that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes a narrowed, focused, clear, and coherent topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes information that is accurate and integrates information from several sources with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that shows understanding of the topic through personal experience and/or research with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that may express and justify a viewpoint with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that anticipates and answers some of the reader's questions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes visuals and text working jointly to represent and enhance the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that shows a clear sense of audience; shows consideration for and interest in the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that features experimentation with word order for effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters;

		<p>persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that reads smoothly and demonstrates strategic paragraphing and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that contains clear language and effectively used content words with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that shows a clear sense of audience and shows consideration for and interest in the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of Informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that exhibits interest or care in the topic; engages, and, if applicable, persuades the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of Informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that contains a variety of sentence types, lengths, and structures (e.g., simple, compound, and complex) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that uses genre or form appropriate to purpose and audience with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of Informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that uses text structures appropriate to form or genre with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters;</p>
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		<p>persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes logical and effective sequencing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that utilizes 'text features' (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that reads smoothly with controlled pacing with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that includes an original and informative title with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that features strong leads and satisfying endings with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>
Academic Math K	When given appropriate direction, STUDENT will say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1	<p>By DATE, STUDENT will name the number that comes after a given number, one to nine with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will name the number that comes before a given number, two to ten with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will recite number names from a given number to a stated number (forward – one to ten, backward – ten to one) using visual aids with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>
Academic Math K	When given appropriate direction, STUDENT will demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, creating patterns, using manipulatives, sounds, and actions	<p>By DATE, STUDENT will distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part that repeats with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will copy a given repeating pattern (e.g., actions, sound, colour, size, shape, orientation) and describe the pattern with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will extend a variety of given repeating patterns to two more repetitions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will create a repeating pattern using manipulatives, musical instruments or actions and describe the pattern with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>

		accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.
Academic Math 1	<p>When given appropriate direction, STUDENT will demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically by</p> <ul style="list-style-type: none"> -using familiar and mathematical language to describe additive and subtractive actions from their experience -creating and solving problems in context that involve addition and subtraction -modeling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically 	<p>By DATE, STUDENT will act out a given story problem presented orally or through shared reading with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will indicate if the scenario in a given story problem represents additive or subtractive action with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will represent the numbers and actions presented in a given story problem by using manipulatives, and record them using sketches and/or number sentences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create a story problem for addition that connects to student experience and simulate the action with counters with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will create a story problem for subtraction that connects to student experience and simulate the action with counters with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will create a word problem for a given number sentence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will represent a given story problem pictorially or symbolically to show the additive or subtractive action and solve the problem with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>
Academic Math 2	<p>When given appropriate direction, STUDENT will say the number sequence from 0 to 100 by</p> <ul style="list-style-type: none"> -2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively -10s using starting points from 1 to 9 -2s starting from 1 	<p>By DATE, STUDENT will extend a given skip counting sequence (by 2s, 5s, or 10s) forward and backward with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will skip count by 10s, given any number from 1 to 9 as a starting point with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will identify and correct errors and omissions in a given skip counting sequence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will count a given sum of money with pennies, nickels or dimes (to 100¢) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will count quantity using groups of 2s, 5s, or 10s and counting on with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher data.</p>
Academic Math 2	<p>When given appropriate direction, STUDENT will demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating patterns, using manipulatives, diagrams, sounds, and actions</p>	<p>By DATE, STUDENT will identify and describe increasing patterns in a variety of given contexts (e.g., hundred chart, number line, addition tables, calendar, a tiling pattern, or drawings) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will represent a given increasing pattern concretely and pictorially with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will identify errors in a given increasing pattern with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will explain the rule used to create</p>

		By DATE, STUDENT will identify and describe a repeating pattern in the classroom, the school and outdoors (e.g., in a familiar song, in a nursery rhyme) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.
Academic Math K	When given appropriate direction, STUDENT will use direct comparison to compare two objects based on a single attribute such as length (height), mass (weight), and volume (capacity)	By DATE, STUDENT will compare the length (height) of two given objects and explain the comparison using the words shorter, longer (taller), or almost the same with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will compare the mass (weight) of two given objects and explain the comparison using the words lighter, heavier, or almost the same with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will compare the volume (capacity) of two given objects and explain the comparison using the words less, more, bigger, smaller, or almost the same with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.
Academic Math 2	When given appropriate direction, STUDENT will say the number sequence, 0 to 100, by -1s forward and backward between any two given numbers -2s to 20, forward starting at 0 -5s and 10s to 100, forward starting at 0	By DATE, STUDENT will recite forward by 1s the number sequence between two given numbers (0 to 100) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will recite backward by 1s the number sequence between two given numbers with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will record a given numeral (0 to 100) symbolically when it is presented orally with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will read a given numeral (0 to 100) when it is presented symbolically with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will skip count by 2s to 20 starting at 0 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will skip count by 5s to 100 starting at 0 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will skip count forward by 10s to 100 starting at 0 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will identify and correct errors and omissions in a given number sequence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.
Academic Math 1	When given appropriate direction, STUDENT will represent and describe numbers to 20 concretely, pictorially, and symbolically	By DATE, STUDENT will represent a given number up to 20 using a variety of manipulatives, including ten frames and base ten materials with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will read given number words to 20 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will partition any given quantity up to 20 into 2 parts and identify the number of objects in each part with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will model a given number using two different objects (e.g., 10 desks represents the same number as 10 pencils) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data. By DATE, STUDENT will place given numerals on a number line with benchmarks 0, 5, 10, and 20 with 80%

		<p>a given increasing pattern with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create an increasing pattern and explain the pattern rule with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will represent a given increasing pattern using another mode (e.g., colour to shape) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will solve a given problem using increasing patterns with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will identify and describe increasing patterns in the environment (e.g., house/room numbers, flower petals, book pages, calendar, pine cones, leap years) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will determine missing elements in a given concrete, pictorial or symbolic increasing pattern and explain the reasoning with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>
Academic Math 2	When given appropriate direction, STUDENT will relate the number of days to a week and the number of months to a year in a problem-solving context	<p>By DATE, STUDENT will read a date on a calendar with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will name and order the days of the week with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will identify the day of the week and the month of the year for an identified calendar date with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will communicate that there are seven days in a week and twelve months in a year with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will determine whether a given set of days is more or less than a week with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will identify yesterday's/tomorrow's date with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will identify the month that comes before and the month that comes after a given month with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will name and order the months of the year with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will solve a given problem involving time which is limited to the number of days in a week and the number of months in a year with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>
Academic Math 3	When given appropriate direction, STUDENT will say the number sequence forward and backward from 0 to 1000 by 5s, 10s or 100s using any starting point, 3s using starting points that are multiples of 3, 4s using starting points that are multiples of 4, 25s using starting points that are multiples of 25	<p>By DATE, STUDENT will extend a given skip counting sequence by 5s, 10s or 100s, forward and backward, using a given starting point with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will extend a given skip counting</p>

		<p>By DATE, STUDENT will show that 100 centimetres is equivalent to 1 metre by using concrete materials with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will estimate the length of an object using personal referents with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will determine and record the length and width of a given 2-D shape with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will determine and record the length, width, or height of a given 3-D object with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will draw a line segment of a given length, using a ruler with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will sketch a line segment of a given length without using a ruler with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Math 4	When given appropriate direction, STUDENT will demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by using personal strategies for multiplication with and without concrete materials using arrays to represent multiplication connecting concrete representations to symbolic representations estimating products.	– By DATE, STUDENT will demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by using personal strategies for multiplication with and without concrete materials using arrays to represent multiplication connecting concrete representations to symbolic representations estimating products with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic Math 4	When given appropriate direction, STUDENT will solve problems by using personal strategies for dividing with and without concrete materials estimating quotients relating division to multiplication	– By DATE, STUDENT will solve problems by using personal strategies for dividing with and without concrete materials estimating quotients relating division to multiplication with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 4)	When given appropriate direction, STUDENT will demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set compare and order fractions model and explain that for different wholes, two identical fractions may not represent the same quantity provide examples of where fractions are used	– By DATE, STUDENT will demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set compare and order fractions model and explain that for different wholes, two identical fractions may not represent the same quantity provide examples of where fractions are used with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 5)	When given appropriate direction, STUDENT will demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems	– By DATE, STUDENT will demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 5)	When given appropriate direction, STUDENT will demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions compare fractions with like and unlike denominators	– By DATE, STUDENT will demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions compare fractions with like and unlike denominators with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 5)	When given appropriate direction, STUDENT will demonstrate an understanding of addition and subtraction of decimals	– By DATE, STUDENT will demonstrate an understanding of addition and subtraction of decimals with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<p>sequence by 4s, forward and backward, starting at a given multiple of 4 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25 with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will identify and correct errors and omissions in a given skip counting sequence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will determine the value of a given set of coins (nickels, dimes, quarters, loonies) by using skip counting with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will identify and explain the skip counting pattern for a given number sequence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Math 3	When given appropriate direction, STUDENT will demonstrate an understanding of multiplication to 5	<p>By DATE, STUDENT will identify events from experience that can be described as multiplication with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will represent a given multiplication expression as repeated addition with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will represent a given repeated addition as multiplication with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will represent, concretely or pictorially, equal groups for a given number sentence with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will represent a given multiplication expression using an array with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will create an array to model the commutative property of multiplication with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <p>By DATE, STUDENT will relate multiplication to division by using arrays and writing related number sentences with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will solve a given problem in context involving multiplication with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic Math 3	When given appropriate direction, STUDENT will demonstrate an understanding of measuring length (cm, m) by selecting and justifying referents for the units cm and m, modeling and describing the relationship between the units cm and m, estimating length using referents, measuring and recording length, width, and height	<p>By DATE, STUDENT will provide a personal referent for one centimetre and explain the choice</p> <p>By DATE, STUDENT will provide a personal referent for one metre and explain the choice with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>By DATE, STUDENT will match a given standard unit to a given referent with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>

Academic (Math 6)	When given appropriate direction, STUDENT will demonstrate an understanding of factors and multiples by determining multiples and factors of numbers less than 100 identifying prime and composite numbers solving problems involving multiples	- By DATE, STUDENT will demonstrate an understanding of factors and multiples by determining multiples and factors of numbers less than 100 identifying prime and composite numbers solving problems involving multiples with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 6)	When given appropriate direction, STUDENT will relate improper fractions to mixed numbers	- By DATE, STUDENT will relate improper fractions to mixed numbers with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 6)	When given appropriate direction, STUDENT will demonstrate an understanding of integers, concretely, pictorially, and symbolically	- By DATE, STUDENT will demonstrate an understanding of integers, concretely, pictorially, and symbolically with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 6)	When given appropriate direction, STUDENT will explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers)	- By DATE, STUDENT will explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 7)	When given appropriate direction, STUDENT will demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)	- By DATE, STUDENT will demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Math 7	When given appropriate direction, STUDENT will compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using benchmarks place value equivalent fractions and/or decimals	- By DATE, STUDENT will compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using benchmarks, place value, equivalent fractions and/or decimals with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 7)	When given appropriate direction, STUDENT will demonstrate an understanding of circles by describing the relationships among radius, diameter, and circumference of circles relating circumference to pi determining the sum of the central angles constructing circles with a given radius or diameter solving problems involving the radii, diameters, and circumferences of circles	- By DATE, STUDENT will demonstrate an understanding of circles by describing the relationships among radius, diameter, and circumference of circles relating circumference to pi determining the sum of the central angles constructing circles with a given radius or diameter solving problems involving the radii, diameters, and circumferences of circles with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 7)	When given appropriate direction, STUDENT will express probabilities as ratios, fractions, and percents	- By DATE, STUDENT will express probabilities as ratios, fractions, and percents with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 8)	When given appropriate direction, STUDENT will demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically	- By DATE, STUDENT will demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 8)	When given appropriate direction, STUDENT will develop and apply the Pythagorean theorem to solve problems	- By DATE, STUDENT will develop and apply the Pythagorean theorem to solve problems with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic	When given appropriate direction, STUDENT	- By DATE, STUDENT will determine the surface area of

(Math 8)	<p>will determine the surface area of</p> <ul style="list-style-type: none"> - right rectangular prisms - right triangular prisms - right cylinders <p>to solve problems</p>	<ul style="list-style-type: none"> - right rectangular prisms - right triangular prisms - right cylinders <p>to solve problems with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p>
Academic (Math 9)	<p>When given appropriate direction, STUDENT will demonstrate an understanding of powers with integral bases (excluding base 0) and whole number exponents by</p> <ul style="list-style-type: none"> - representing repeated multiplication using powers - using patterns to show that a power with an exponent of zero is equal to one - solving problems involving powers 	<ul style="list-style-type: none"> - By DATE, STUDENT will demonstrate an understanding of powers with Integral bases (excluding base 0) and whole number exponents by - representing repeated multiplication using powers - using patterns to show that a power with an exponent of zero is equal to one - solving problems involving powers with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 9)	<p>When given appropriate direction, STUDENT will explain and apply the order of operations, including exponents, with and without technology</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will explain and apply the order of operations, including exponents, with and without technology with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 9)	<p>-When given appropriate direction, STUDENT will explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context</p> <p>-When given appropriate direction, STUDENT will demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2)</p> <p>-When given appropriate direction, STUDENT will model, record, and explain the operations of addition and subtraction of polynomial expressions, concretely, pictorially, and symbolically (limited to polynomials of degree less than or equal to 2)</p> <p>-When given appropriate direction, STUDENT will model, record, and explain the operations of multiplication and division of polynomial expressions</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will model, record, and explain the operations of addition and subtraction of polynomial expressions, concretely, pictorially, and symbolically (limited to polynomials of degree less than or equal to 2) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will model, record, and explain the operations of multiplication and division of polynomial expressions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 10)	<p>When given appropriate direction, STUDENT will demonstrate an understanding of the Système International (SI) by:</p> <ul style="list-style-type: none"> • describing the relationships of the units for length, area, volume, capacity, mass and temperature • applying strategies to convert SI units to imperial units 	<ul style="list-style-type: none"> -By DATE, STUDENT will explain how the SI system was developed, and explain its relationship to base ten with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify the base units of measurement in the SI system, and determine the relationship among the related units of each type of measurement with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify contexts that involve the SI system with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will match the prefixes used for SI units of measurement with the powers of ten. - By DATE, STUDENT will explain, using examples, how and why decimals are used in the SI system with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will provide an approximate measurement in SI units for a measurement given in imperial units; e.g., 1 inch is approximately 2.5 cm with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<ul style="list-style-type: none"> - By DATE, STUDENT will write a given linear measurement expressed in one SI unit in another SI unit with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will convert a given measurement from SI to Imperial units by using proportional reasoning (including formulas); e.g., Celsius to Fahrenheit, centimetres to inches with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 10)	<p>When given appropriate direction, STUDENT will demonstrate an understanding of the Pythagorean theorem by:</p> <ul style="list-style-type: none"> • identifying situations that involve right triangles • verifying the formula • applying the formula • solving problems. 	<ul style="list-style-type: none"> - By DATE, STUDENT will explain, using illustrations, why the Pythagorean theorem only applies to right triangles with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will verify the Pythagorean theorem, using examples and counterexamples, including drawings, concrete materials and technology with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe historical and contemporary applications of the Pythagorean theorem with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine if a given triangle is a right triangle, using the Pythagorean theorem with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain why a triangle with the side length ratio of 3:4:5 is a right triangle. - By DATE, STUDENT will explain how the ratio of 3:4:5 can be used to determine if a corner of a given 3-D object is square (90°) or if a given parallelogram is a rectangle with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a problem, using the Pythagorean theorem with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 10)	<p>When given appropriate direction, STUDENT will demonstrate an understanding of similarity of convex polygons, including regular and irregular polygons.</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will determine, using angle measurements, if two or more regular or irregular - By DATE, STUDENT will determine, using ratios of side lengths, if two or more regular or irregular Similar with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain why two given polygons are not similar with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain the relationships between the corresponding sides of two polygons corresponding angles of equal measure with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will draw a polygon that is similar to a given polygon with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain why two or more right triangles with a shared acute angle with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a contextual problem that involves similarity of polygons with 80% accuracy in 2 out of 3 trials as evidenced by student work samples

		and teacher recorded data.
Academic (Math 10)	<p>When given appropriate direction, STUDENT will demonstrate an understanding of income, including:</p> <ul style="list-style-type: none"> • wages • salary • contracts • commissions • piecework <p>to calculate gross pay and net pay.</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will describe, using examples, various methods of earning income with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and list jobs that commonly use different methods of earning income; e.g., hourly wage, wage and tips, salary, commission, contract, bonus, shift premiums with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine in decimal form, from a time schedule, the total time worked in hours and minutes, including time and a half and/or double time with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine gross pay from given or calculated hours worked when given: <ul style="list-style-type: none"> - the base hourly wage, with and without tips - the base hourly wage, plus overtime (time and a half, double time) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine gross pay for earnings acquired by: <ul style="list-style-type: none"> - base wage, plus commission - single commission rate with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain why gross pay and net pay are not the same with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine the Canadian Pension Plan (CPP), Employment Insurance (EI) and income tax deductions for a given gross pay with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine net pay when given deductions; e.g., health plans, uniforms, union dues, charitable donations, payroll tax with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will investigate, with technology, "what if ..." questions related to changes in income; e.g., "What if there is a change in the rate of pay?" with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and correct errors in a solution to a problem that involves gross or net pay with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe the advantages and disadvantages for a given method of earning income with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 11)	<p>When given appropriate direction, STUDENT will solve problems that involve SI and imperial units in volume and capacity measurements.</p>	<ul style="list-style-type: none"> - By DATE, STUDENT will explain, using examples, the difference between volume and capacity with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and compare referents for volume and capacity measurements in SI and imperial Units with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will estimate the volume or capacity of a 3-D object or container, using a referent with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<p>recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will draw, with and without technology, a scale diagram of a given object with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a contextual problem that involves scale with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 11)	When given appropriate direction, STUDENT will solve problems that involve personal budgets.	<ul style="list-style-type: none"> - By DATE, STUDENT will identify income and expenses that should be included in a personal budget with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain considerations that must be made when developing a budget; e.g., prioritizing, recurring and unexpected expenses with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will create a personal budget based on given income and expense data with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will collect income and expense data, and create a budget with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will modify a budget to achieve a set of personal goals with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will investigate and analyze, with or without technology, "what if ..." questions related to personal budgets with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 11)	When given appropriate direction, STUDENT will demonstrate an understanding of compound interest.	<ul style="list-style-type: none"> - By DATE, STUDENT will solve a problem that involves simple interest, given three of the four values in the formula $I = Prt$ with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will compare simple and compound interest, and explain their relationship with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve, using a formula, a contextual problem that involves compound interest with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain, using examples, the effect of different compounding periods on calculations of compound interest with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will estimate, using the Rule of 72, the time required for a given investment to double in value with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 11)	When given appropriate direction, STUDENT will demonstrate an understanding of financial institution services used to access and manage finances.	<ul style="list-style-type: none"> - By DATE, STUDENT will describe the type of banking services available from various financial institutions, such as online services with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe the types of accounts available at various financial institutions with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<ul style="list-style-type: none"> - By DATE, STUDENT will identify a situation where a given SI or Imperial volume unit would be used with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve problems that involve the volume of 3-D objects and composite 3-D objects in a variety of contexts with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a problem that involves the capacity of containers with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will write a given volume measurement expressed in one SI unit cubed in another SI unit cubed with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will write a given volume measurement expressed in one Imperial unit cubed in another Imperial unit cubed with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine the volume of prisms, cones, cylinders, pyramids, spheres and composite 3-D objects, using a variety of measuring tools such as rulers, tape measures, callipers and micrometers with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine the capacity of prisms, cones, pyramids, spheres and cylinders, using a variety of measuring tools and methods, such as graduated cylinders, measuring cups, measuring spoons and displacement with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe the relationship between the volumes of: <ul style="list-style-type: none"> -cones and cylinders with the same base and height -pyramids and prisms with the same base and height with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will illustrate, using examples, the effect of dimensional changes on volume with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a contextual problem that involves the volume of a 3-D object, including composite 3-D objects, or the capacity of a container with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a contextual problem that involves the volume of a 3-D object and requires the manipulation of formulas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 11)	When given appropriate direction, STUDENT will solve problems that involve scale.	<ul style="list-style-type: none"> - By DATE, STUDENT will describe contexts in which a scale representation is used with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine, using proportional reasoning, the dimensions of an object from a given scale drawing or model with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will construct a model of a 3-D object, given the scale with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<ul style="list-style-type: none"> - By DATE, STUDENT will identify the type of account that best meets the needs for a given set of criteria with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and explain various automated teller machine (ATM) service charges with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe the advantages and disadvantages of online banking with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe the advantages and disadvantages of debit card purchases with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will describe ways that ensure the security of personal and financial information; e.g., passwords, encryption, protection of personal identification number (PIN) and other personal identity information with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Math 12)	<p>When given appropriate direction, STUDENT will solve problems that involve the acquisition of a vehicle by:</p> <ul style="list-style-type: none"> • buying • leasing • leasing to buy. 	<ul style="list-style-type: none"> - By DATE, STUDENT will describe and explain various options for buying, leasing and leasing to buy a vehicle with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve, with or without technology, problems that involve the purchase, lease or lease to purchase of a vehicle with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will justify a decision related to buying, leasing or leasing to buy a vehicle, based on factors such as personal finances, intended use, maintenance, warranties, mileage and insurance with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Math 12	<p>When given appropriate direction, STUDENT will solve problems that involve measures of central tendency, including:</p> <ul style="list-style-type: none"> • mean • median • mode • weighted mean • trimmed mean. 	<ul style="list-style-type: none"> - By DATE, STUDENT will explain, using examples, the advantages and disadvantages of each measure of central tendency with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will determine the mean, median and mode for a set of data with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and correct errors in a calculation of a measure of central tendency with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify the outlier(s) in a set of data with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain the effect of outliers on mean, median and mode with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will calculate the trimmed mean for a set of data, and justify the removal of the outliers with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain, using examples such as course marks, why some data in a set would be given

		<p>a greater weighting in determining the mean with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.</p> <ul style="list-style-type: none"> - By DATE, STUDENT will calculate the mean of a set of numbers after allowing the data to have different weightings (weighted mean) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will explain, using examples from print and other media, how measures of central tendency and outliers are used to provide different interpretations of data with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will solve a contextual problem that involves measures of central tendency with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Verbal expression)	Given a social or a classroom situation, STUDENT will demonstrate enhanced vocabulary knowledge and usage.	<ul style="list-style-type: none"> - By DATE, STUDENT will talk about new words and ideas with others with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will show expanding use of vocabulary related to specific subject areas with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate vocabulary development using familiar words introduced in texts with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will show expanding use of descriptive vocabulary with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify and use language to compare and contrast items and ideas (e.g., same as, different from) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Academic (Verbal expression)	<p>Given a social or a classroom situation, STUDENT will use speaking and listening to develop thinking, by</p> <ul style="list-style-type: none"> - acquiring new ideas - making connections - inquiring - comparing and contrasting - summarizing 	<ul style="list-style-type: none"> - By DATE, STUDENT will engage in inquiry activities (e.g., pose questions; "Know-Wonder-Learn") and speculate on what is not known (e.g., provide possible answers to "I wonder if...") with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will make new connections to ideas, self, and world with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will identify similarities and differences in information from more than two sources with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.

		<ul style="list-style-type: none"> - By DATE, STUDENT will provide an example of cause and effect with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will suggest alternative ideas when problem solving with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will draw simple inferences about situations (e.g., explain possible decisions they might make as the main character) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will recognize differing viewpoints, with teacher support with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Social/Emotional Or Behaviour (Swearing)	While on school campus, STUDENT will refrain from using profanity and use alternative word choices to express HIM/HERself while interacting with others.	-By DATE, STUDENT will refrain from using profanity and use alternative word choices to express HIM/HERself while interacting with others 95% of the time based on teacher observations.
Social/Emotional (Listening)	When given a class presentation, film clip or class presentation, STUDENT will assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience as measured by observation	By DATE, STUDENT will assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience with 85% accuracy in 3 out of 4 trials as measured by observation
Social/Emotional (Peer Relations)	Given a social or a classroom situation, STUDENT will use strategies when interacting with others, including making and sharing connections asking questions for clarification and understanding taking turns as speaker and listener	<ul style="list-style-type: none"> - By DATE, STUDENT will relate personal or shared experience to the discussion topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will talk in pairs and tell partner two things or facts about a topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will ask or answer questions to clarify or gain further information with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will demonstrate ability to listen to partner's ideas and information and respond appropriately with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will balance role of self as speaker and listener and follow the rules of conversation with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Social/Emotional (Peer relations)		

	<p>Given a social or a classroom situation, STUDENT will use strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> - making a prediction - focussing on the speaker - asking questions - recalling main Ideas 	<ul style="list-style-type: none"> - By DATE, STUDENT will make predictions before and during listening based on prior knowledge with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will ask a question related to the topic with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will ask speaker for clarification with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will recall information or ideas in a variety of ways (e.g., retell one or two main points, repeat a familiar message using clear and precise language, draw a picture, act out a sequence of events) with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will summarize what a speaker has said to confirm or clarify meaning with 80% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data.
Social/Emotional Or Behaviour (Impulse Control)	When on school campus, especially in a classroom situation, STUDENT will think before acting to determine if the result of HIS/HER behavior will result in the disruption of the learning environment.	By DATE, STUDENT will think before acting to determine if the result of HIS/HER behavior will result in the disruption of the learning environment and then make the decision to not engage in that behavior XX% of the time as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social Emotional (Anxiety)	When on the school campus, STUDENT will use calming strategies to reduce anxiety levels.	By DATE, STUDENT will use calming strategies (such as deep breathing, listening to calming music and slowly counting backwards from 50, or seeking additional help) 85% of the time to reduce anxiety levels as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social Emotional Or Behaviour (Frustration)	When on the school campus, STUDENT will use calming strategies to reduce frustration levels.	By DATE, STUDENT will use calming strategies (such as deep breathing, listening to calming music and slowly counting backwards from 50, or seeking additional help) 85% of the time to reduce frustration levels as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social Emotional (Work completion)	Given core curriculum materials, STUDENT will complete and return assigned tasks neatly and on time.	By DATE, given core curriculum materials, STUDENT will complete and return assigned tasks neatly and on time 75% of the time at each opportunity for a period of 4 weeks as measured by teacher recorded data.
Social Emotional (Attendance)	When enrolled in school, STUDENT will arrive at school on time and be to all classes on time 95% of the time each month as measured by teacher recorded data.	By DATE, STUDENT will arrive at school on time and be to all classes on time 95% of the time each month as measured by teacher recorded data.
Social/Emotional (Attendance)	When on the school campus, while enrolled in school, STUDENT will arrive at school on time and be to all classes on time.	<ul style="list-style-type: none"> - By DATE, STUDENT will arrive to school prior to the bell in the morning 95% of the time each month based on attendance records. - By DATE, STUDENT will be in their seat in class, ready to work when the late bell rings 95% of the time each month based on attendance records. - By DATE, STUDENT will not cut classes 95% of the

Or Behaviour (Self Esteem)	STUDENT will take for granted that they are an interesting and valuable person for others, at least for those with whom they have a friendship with.	an interesting and valuable person for others, at least for those with whom they have a friendship with as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will resist manipulation, collaborate with others only if it seems appropriate and convenient.	-By DATE, STUDENT will resist manipulation, collaborate with others only if it seems appropriate and convenient as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose.	-By DATE, STUDENT will admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will be sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at others' expense.	-By DATE, STUDENT will be sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at others' expense as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will stand up for HIS/HER rights.	-By DATE, STUDENT will stand up for HIS/HER rights as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will tell people what HE/SHE wants.	-By DATE, STUDENT will tell people what HE/SHE wants as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will share HIS/HER problems with a teacher, counsellor, or trusted friend.	-By DATE, STUDENT will share problems with a teacher, counsellor, or trusted friend as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will take responsibility for HIS/HER own actions.	-By DATE, STUDENT will take responsibility for HIS/HER own actions as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will decide what they want to speak up about	-By DATE, STUDENT will decide what HE/SHE wants to speak up about as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will admit to HIS/HERself that they really do have a learning disability and that HE/SHE does have some difficulties and may need some special help in order to be successful.	-By DATE, STUDENT will admit to HIS/HERself that they really do have a learning disability and that HE/SHE does have some difficulties and may need some special help in order to be successful as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher
Social/Emotional	When given a social or academic situation,	-By DATE, STUDENT will understand how HE/SHE

Social/Emotional (Asking Questions)	When given access to the Internet and or research materials, STUDENT will generate relevant questions about readings that can be researched as measured by student work samples.	time each month based on attendance records. By DATE, STUDENT will generate relevant questions about readings that can be researched with as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional (Asking Questions)	When given an assignment or a lesson, STUDENT will ask questions to get clarification when confused by an assignment or task as measured by observation.	By DATE, STUDENT will ask questions to get clarification when confused by an assignment or task as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Asking Questions)	When given core curriculum materials, STUDENT will raise hand and ask for help if needed as measured by teacher recorded data.	By DATE, STUDENT will raise hand and ask for help if needed as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will act according to what they think to be the best choice, trusting their own judgement, and not feeling guilty when others don't like their choice.	-By DATE, STUDENT will act according to what they think to be the best choice, trusting their own judgement, and not feeling guilty when others don't like their choice as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience.	-By DATE, STUDENT will firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will not lose time worrying excessively about what happened in the past, nor about what could happen in the future. STUDENT will learn from the past and plan for the future, but live in the present intensely.	-By DATE, STUDENT will not lose time worrying excessively about what happened in the past, nor about what could happen in the future. STUDENT will learn from the past and plan for the future, but live in the present intensely as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will fully trust in their capacity to solve problems, not hesitating after failures and difficulties. STUDENT will ask others for help when they need it.	-By DATE, STUDENT will fully trust in their capacity to solve problems, not hesitating after failures and difficulties. STUDENT will ask others for help when they need it as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Esteem)	When given a social or academic situation, STUDENT will consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing.	-By DATE, STUDENT will consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional	When given a social or academic situation,	-By DATE, STUDENT will take for granted that they are

Or Behaviour (Self Advocacy)	STUDENT will understand how HE/SHE learns	learns by completing learning inventories and self-diagnostic questionnaires as measured by teacher recorded evidence of completed work.
Social/Emotional Or Behaviour (Self Advocacy)	<p>When given a social or academic situation, STUDENT will realize how low self-esteem, communication difficulties, shyness and attentional problems interfere with self advocacy.</p> <p>Student will consider the following questions;</p> <ul style="list-style-type: none"> • Are you too shy and withdrawn to ask for help? • Do you get angry and aggressive when embarrassed or frustrated? • Are you able to communicate your needs or do you need to ask someone (teacher, parent, friend) to help you ask for accommodations? • Are you impulsive and tend to say or do things that you latter regret? <p>As with their learning disability, STUDENT needs to be open and honest about any of these related problems before STUDENT can be an effective self-advocate.</p>	<p>-By DATE, STUDENT will provide answers to the following questions either to a counselor or learning resource teacher in verbal or written form:</p> <ul style="list-style-type: none"> • Are you too shy and withdrawn to ask for help? • Do you get angry and aggressive when embarrassed or frustrated? • Are you able to communicate your needs or do you need to ask someone (teacher, parent, friend) to help you ask for accommodations? • Are you impulsive and tend to say or do things that you latter regret? <p>STUDENT will work to come up with action plans to address the areas of concern as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.</p>
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will work on calming techniques instead of becoming angry and aggressive when embarrassed or frustrated.	-By DATE, STUDENT will work on calming techniques instead of becoming angry and aggressive when embarrassed or frustrated as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will work toward communicating their own needs instead of relying on a parent, teacher or friend to help ask for accommodations.	-By DATE, STUDENT will work toward communicating their own needs instead of relying on a parent, teacher or friend to help ask for accommodations as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will work towards thinking a situation through and thus avoiding being impulsive and saying or doing things that are regretted later.	-By DATE, STUDENT will work towards thinking a situation through and thus avoiding being impulsive and saying or doing things that are regretted later as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will work towards anticipating their needs in each class by talking with their teachers as early as possible, especially when given news of a project or test.	-By DATE, STUDENT will work towards anticipating their needs in each class by talking with their teachers as early as possible, especially when given news of a project or test as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher.
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will constantly rethink the accommodations and possibly come up with some ideas of their own	-By DATE, STUDENT will constantly rethink the accommodations and possibly come up with some ideas of their own as measured by self-evaluation and teacher questionnaire, administered and monitored by the school

Career Development (Reading)	presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	variety of consumer, workplace, and public documents with 90% accuracy in 3 out of 4 trials as measured by teacher recorded data.
Transition Or Career Development (Reading)	Given sample workplace documents, STUDENT will analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	By DATE, STUDENT will analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. with 80% mastery in 3 out of 4 trials as measured by student work samples.
Transition Or Career Development (Reading)	When given an article relating to STUDENT's chosen career, STUDENT will list the main and subordinate characters' traits by reviewing what characters say about themselves in dialogue.	By DATE, when given an article relating to STUDENT's chosen career, STUDENT will list the main and subordinate characters' traits by reviewing what characters say about themselves in dialogue with 85% accuracy in 3 of 4 trials as measured by teacher observation.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate interviewing techniques prepare and ask relevant questions.	By DATE, STUDENT will apply appropriate interviewing techniques prepare and ask relevant questions with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate interviewing techniques and compile and report responses.	By DATE, STUDENT will apply appropriate interviewing techniques and compile and report responses with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate interviewing techniques and demonstrate knowledge of the subject or organization.	By DATE, STUDENT will apply appropriate interviewing techniques and demonstrate knowledge of the subject or organization with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate interviewing techniques and evaluate the effectiveness of the interview.	By DATE, STUDENT will apply appropriate interviewing techniques and evaluate the effectiveness of the interview with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate interviewing techniques and make notes of responses.	By DATE, STUDENT will apply appropriate interviewing techniques and make notes of responses with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate interviewing techniques and	By DATE, STUDENT will apply appropriate interviewing techniques and respond correctly and effectively to questions with 85% accuracy in 2 out of 3 trials as

		counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will be prepared to argue their rights with a teacher, employer or person in the community that may be "reluctant" to provide appropriate accommodations. STUDENT should also know where to turn for support when their needs are not being met, keeping in mind that accommodations are intended to counteract the negative effects of a disability, not just to make school easy.	-By DATE, STUDENT will be prepared to argue their rights with a teacher, employer or person in the community that may be "reluctant" to provide appropriate accommodations. STUDENT should also know where to turn for support when their needs are not being met, keeping in mind that accommodations are intended to counteract the negative effects of a disability, not just to make school easy as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will be willing to compromise as while some teachers will bend over backwards to "accommodate" for special learning needs, others will be less "flexible". STUDENT needs to be ready to compromise in order to get at least some accommodation. STUDENT may also need to "prove" to some teachers that they really need help and are not just being unmotivated thus STUDENT should be prepared to make a "deal" or "contract" with a teacher. If this is done, STUDENT will follow-through with everything that has been agreed upon which will build credibility.	-By DATE, STUDENT will be ready to compromise in order to get at least some accommodation. STUDENT may also need to "prove" to some teachers that they really need help and are not just being unmotivated thus STUDENT should be prepared to make a "deal" or "contract" with a teacher. If this is done, STUDENT will follow-through with everything that has been agreed upon which will build credibility as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will identify and utilize someone who understands their learning disability and who can provide support, or who can even advocate for STUDENT when needed.	-By DATE, STUDENT will identify and utilize someone who understands their learning disability and who can provide support, or who can even advocate for STUDENT when needed as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will plan for the future by asking and answering the following questions: <ul style="list-style-type: none"> • What kind of work do I want to do after your education? • Do I want to go to college? • Where do I want to be in one, two, five, or ten years. 	-By DATE, STUDENT will plan for the future by asking and answering the following questions: <ul style="list-style-type: none"> • What kind of work do I want to do after your education? • Do I want to go to college? • Where do I want to be in one, two, five, or ten years. This goal will be considered met as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Advocacy)	When given a social or academic situation, STUDENT will be careful of their body language, asking themselves if they look or act angry, impatient, etc.	-By DATE, STUDENT will be careful of their body language, asking themselves if they look or act angry, impatient, etc as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counselor and/or learning resource teacher .
Social/Emotional (Verbal Reasoning/ Verbal Intelligence)	When given a social or academic situation, STUDENT will select, adapt and apply strategies to anticipate context and construct meaning.	-By DATE, STUDENT will make logical, detailed predictions to anticipate context and construct meaning with 75% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher recorded data. - By DATE, STUDENT will generate guiding or speculative questions to anticipate context and construct

		<p>meaning with 75% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p> <p>- By DATE, STUDENT will make inferences and draw conclusions to construct, monitor and confirm meaning with 75% accuracy in 2 out of 3 trials as evidenced by student work samples and teacher-recorded data.</p>
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will not get angry or aggressive when embarrassed or frustrated	- By DATE, STUDENT will use calming strategies to refrain from getting angry or aggressive when embarrassed or frustrated as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will not be impulsive and tend to say or do things that they later regret.	-By DATE, STUDENT will not be impulsive and tend to say or do things that they later regret as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will think a situation through to avoid being impulsive and saying or doing things that they regret later.	-By DATE, STUDENT will think a situation through to avoid being impulsive and saying or doing things that they regret later as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will try and think how HE/SHE can do better the next time when they get a poor grade on something.	-By DATE, STUDENT will try and think how HE/SHE can do better the next time when they get a poor grade on something as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will avoid using drugs and or alcohol.	-By DATE, STUDENT will avoid using drugs and or alcohol as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will not worry about an entire project but work on the small pieces that add up to the whole, one assignment or part at a time.	-By DATE, STUDENT will not worry about an entire project but work on the small pieces that add up to the whole, one assignment or part at a time as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher .
Social/Emotional Or Behaviour (Self Regulation)	When given a social or academic situation, STUDENT will know that their grades are related to how much they study. STUDENT will realize that if they are getting poor grades because they are not studying, they are doing things in their free time that are not homework related.	-By DATE, STUDENT will know that their grades are related to how much they study. STUDENT will realize that if they are getting poor grades because they are not studying, they are doing things in their free time that are not homework related as measured by self-evaluation and teacher questionnaire, administered and monitored by the school counsellor and/or learning resource teacher
Transition (Math)	Given core curriculum materials, STUDENT will add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems involving money and budgeting, time management, including word problems, by using	By DATE, STUDENT will add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems involving money and budgeting, time management, including word problems, by using these techniques with 85% accuracy in 3 out of 4 trials as

	these techniques.	measured by student work samples.
Transition (Math)	Given core curriculum materials, STUDENT will prove theorems by using coordinate geometry, the distance formula to determine distance between one place on a map and another thus they will use this knowledge when figuring out distance to work, to bus-stops etc.	By DATE, STUDENT will prove theorems by using coordinate geometry, the distance formula to determine distance between one place on a map and another thus they will use this knowledge when figuring out distance to work, to bus-stops etc. with 85% accuracy in 3 out of 4 trials as measured by student work samples.
Transition (Math)	Given core curriculum materials, STUDENT will use fundamental counting principles to compute combinations and permutations (all the possible arrangements of the combinations) of a fictitious credit card balance and a variety of payment options.	By DATE, STUDENT will use fundamental counting principles to compute combinations and permutations (all the possible arrangements of the combinations) of a fictitious credit card balance and a variety of payment options with 85% accuracy in 3 out of 4 trials as is measured by student work samples.
Transition (Math)	Given discounts at a store in advertisements, STUDENT will convert the percentage to a fraction, then simplify the fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms to determine the final price of an item.	By DATE, STUDENT will convert the percentage to a fraction, then simplify the fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms to determine the final price of an item with 85% accuracy in 4 out of 5 trials as measured by student work samples.
Transition (Math)	Given real life situations, STUDENT will use and know simple aspects of a logical argument and explain the difference between inductive (moving from a set of specific facts to a general conclusion) and deductive (constructs or evaluates a deductive argument) reasoning and identify and provide examples of each.	By DATE, STUDENT will use and know simple aspects of a logical argument and explain the difference between inductive (moving from a set of specific facts to a general conclusion) and deductive (constructs or evaluates a deductive argument) reasoning and identify and provide examples of each. with 85% accuracy in 3 out of 4 trials as measured by student work samples.
Transition (Math)	Given examples of how to budget (using wages, expenses and a sample budget), STUDENT will understand and demonstrate the skills to stay within the budget, covering all expenses with the given wages.	By DATE, STUDENT will understand and demonstrate the skills to stay within the budget, covering all expenses with the given wages with 95% accuracy in three of three trials as measured by teacher/staff observation and documentation.
Transition Or Career Development (Reading)	Given a chosen career, STUDENT will prepare a bibliography of reference materials for a report on that career using a variety of consumer, workplace, and public documents.	By DATE, STUDENT will prepare a bibliography of reference materials for a report on that career using a variety of consumer, workplace, and public documents with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Reading)	Given a reading selection on a career, STUDENT will analyze the way in which the theme or meaning of a selection represents a view or comment on that career, using textual evidence to support the claim.	By DATE, STUDENT will analyze the way in which the theme or meaning of a selection represents a view or comment on that career, using textual evidence to support the claim with 90% accuracy in 3 out of 4 trials as measured by student work samples.
Transition Or Career Development (Reading)	Given access to the Internet and research materials, STUDENT will generate relevant questions about readings on a career that can be researched.	By DATE, STUDENT will generate relevant questions about readings on a career that can be researched with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition or	Given access to various resources including the Internet, STUDENT will verify and clarify facts	By DATE, STUDENT will verify and clarify facts presented in other types of expository texts by using a

	respond correctly and effectively to questions.	measured by teacher recorded data.
Transition (Speaking and Interview Situations)	Given a mock interview situation, STUDENT will apply appropriate Interviewing techniques and use language that conveys maturity, sensitivity, and respect with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.	By DATE, STUDENT will apply appropriate interviewing techniques and use language that conveys maturity, sensitivity, and respect with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.
Transition or Career Development (Speaking)	Given a presentation about a chosen career, STUDENT will use effective and interesting language, including technical language for specificity.	By DATE, STUDENT will use effective and interesting language, including technical language for specificity with 85% accuracy in 2 out of 3 trial as measured by teacher recorded data
Transition or Career Development (Speaking)	Given an objective to recruit people to a chosen profession, STUDENT will use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	By DATE, STUDENT will use logical, ethical, and emotional appeals that enhance a specific tone and purpose with 85% accuracy in 2 out of 3 trials as measured by teacher recorded data.
Transition or Career Development (Post-Secondary awareness)	Given Internet access, STUDENT will thoroughly examine possible Institutes of higher learning to determine which ones to actually apply to in order to attend narrowing the choices to three before graduation.	By DATE, STUDENT will thoroughly examine possible institutes of higher learning to determine which ones to actually apply to in order to attend narrowing the choices to three before graduation as measured by student kept records in their portfolio.
Transition Or Career Development (Post-Secondary awareness)	Given access to the Internet, STUDENT will list three sources of funding given to his specific learning disability to attend an institute of higher learning.	By DATE, STUDENT will list three sources of funding given to his specific learning disability to attend an institute of higher learning as evidenced by written information logged into (his/her) portfolio as measured by work samples and implemented by the teacher.
Transition Or Career Development (Post-Secondary awareness)	Given Internet access, STUDENT will find the average cost of attending three post secondary institutions for one year.	By DATE, STUDENT will find the average cost of attending three post secondary institutions for one year as evidenced by written Information logged into (his/her) portfolio as measured by work samples and implemented by the teacher.
Transition Or Career Development (Post-Secondary awareness)	Given Internet access, STUDENT will identify three colleges, universities or training centers that offer degrees, certificates or training in the career of his choice.	By DATE, STUDENT will identify three colleges, universities or training centers that offer degrees, certificates or training in the career of his choice as evidenced by written information logged into (his/her) portfolio as measured by work samples and implemented by the teacher.
Transition Or Career Development (Post-Secondary awareness)	Given access to the Internet, (Student) will list three sources of funding given to his specific learning disability to attend an institute of higher learning.	By DATE, STUDENT will list three sources of funding given to his specific learning disability to attend an institute of higher learning as evidenced by written information logged into (his/her) portfolio as measured by

	learning.	work samples and implemented by the teacher.
Transition Or Career Development (Writing)	Given a chosen career, STUDENT will write biographical or autobiographical narratives or short stories based on that career, making effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	By DATE, STUDENT will write biographical or autobiographical narratives or short stories based on that career, making effective use of descriptions of appearance, images, shifting perspectives, and sensory details with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given a chosen career, STUDENT will write business letters that provide clear and purposeful information and address the intended audience appropriately.	By DATE, STUDENT will write business letters that provide clear and purposeful information and address the intended audience appropriately with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given a fictitious workplace situation of conflict, STUDENT will write technical documents (e.g., a manual on rules of behaviour for conflict resolution, procedures for conducting a meeting, minutes of a meeting), and report information and convey ideas logically and correctly.	By DATE, STUDENT will write technical documents (e.g., a manual on rules of behaviour for conflict resolution, procedures for conducting a meeting, minutes of a meeting), and report information and convey ideas logically and correctly with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given an opportunity, STUDENT will write a 5 paragraph essay about their chosen career discussing its advantages using structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	By DATE, STUDENT will write a 5 paragraph essay about their chosen career discussing its advantages using structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples with 85% accuracy in 2 of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given chosen career's fictitious workplace,, STUDENT will write technical documents (e.g., a manual on rules of behaviour for conflict resolution, procedures for conducting a meeting, minutes of a meeting) and include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).	By DATE, STUDENT will write technical documents (e.g., a manual on rules of behaviour for conflict resolution, procedures for conducting a meeting, minutes of a meeting) and include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given the opportunity, STUDENT will write a job application or resume that will follow the conventional style for that type of document (e.g. résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.	By DATE, STUDENT will write a job application or resume that will follow the conventional style for that type of document (e.g. résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document with 85% accuracy in 2 out of 30 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given the opportunity, STUDENT will write a reflective composition that explores the significance of personal experiences, events,	By DATE, STUDENT will write a reflective composition that explores the significance of personal experiences, events, conditions, or concerns that come into

	conditions, or concerns that come into consideration when choosing a career by using rhetorical strategies such as narration, description, exposition, and persuasion.	consideration when choosing a career by using rhetorical strategies such as narration, description, exposition, and persuasion with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	When given an employment form, STUDENT will complete two legible job applications, proofreading and indicating capitalization, punctuation, and spelling errors. STUDENT will find 95% of errors and self-correct the errors.	By DATE, STUDENT will complete two legible job applications, proofreading and indicating capitalization, punctuation, and spelling errors. STUDENT will find 95% of errors and self-correct the errors with 95% accuracy in 3 of 4 trials as measured by teacher-made tests.
Transition Or Career Development (Writing)	When given an employment form, STUDENT will complete two legible job applications, proofreading and indicating capitalization, punctuation, and spelling errors.	By DATE, STUDENT will complete two legible job applications, proofreading and indicating capitalization, punctuation, and spelling errors. STUDENT will find 95% of errors and self-correct the errors with 95% accuracy in 3 of 4 trials as measured by teacher-made tests.
Transition Or Career Development (Writing)	Given a chosen career, STUDENT will produce legible work that shows accurate spelling of common workplace vocabulary.	By DATE, STUDENT will produce legible work that shows accurate spelling of common workplace vocabulary with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given appropriate direction and sample copies, STUDENT will write job applications and résumés and provide clear and purposeful information and address the intended audience.	By DATE, STUDENT will write job applications and résumés and provide clear and purposeful information and address the intended audience appropriately with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given appropriate direction and sample copies, STUDENT will write job applications and résumés and use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.	By DATE, STUDENT will write job applications and résumés and use varied levels, patterns, and types of language to achieve intended effects and aid comprehension with 85% accuracy in 2 out of 3 trials as measured by student work samples.
Transition Or Career Development (Writing)	Given appropriate directions and sample copies, STUDENT will write job applications and résumés and modify the tone to fit the purpose and audience.	By DATE, STUDENT will write job applications and résumés and modify the tone to fit the purpose and audience with 85% accuracy in 2 out of 3 trials as measured by student work samples.

Statewide Assessment Resource Guide and Toolkit: Participation Decisions and Use of Accommodations for Students with Disabilities

January 2013

Statewide Assessment of Students with Disabilities Committee



**EFFECTIVE EVALUATION RESOURCE CENTER and INDIANA IEP RESOURCE CENTER
INDIANA STATE UNIVERSITY**

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Melissa Lancaster, *Southeast*

Effective Evaluation Resource Center

Leah Nellis, *Co-Director*

IEP Resource Center

Jolly Piersall, *Director*

The purposes for assembling this committee included the following:

- Identify what questions educators and parents have about statewide assessment requirements and anticipated changes in the future;
- Identify what resources are needed to assist educators and families in making informed, appropriate, and collaborative decisions about statewide assessment for students with disabilities;
- Develop resources for Case Conference Committees (CCC) to use when discussing and making decisions about participation in statewide assessment options and use of accommodations; and
- Inform the work of the resource centers related to statewide assessment professional development needs.

This document and additional resources are available on the EERC and IEPRC websites:

www.indianaeeerc.org

www.indianaieprc.org

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This document is designed to assist Case Conference Committees (CCCs) to engage in informed discussions and make appropriate decisions about participation in statewide assessment and use of accommodations for students with disabilities. The document is organized into two sections. The first section includes common questions and corresponding answers and suggestions. The second section includes a variety of tables, checklists, and tools for use by CCC members.

Statewide Assessment Common Questions and Answers

Why are students with disabilities expected to achieve grade-level academic content standards?

The focus of legislation is aimed at accountability of all students. Both federal and state laws require that all students with disabilities participate in statewide assessments in order to hold schools accountable for the academic performance of students. The practice of inclusion of students with disabilities with their non-disabled peers is moving across the country and internationally to provide access to general education curriculum. Teachers are providing instruction for all students to work toward grade-level content standards by using a variety of instructional strategies based on the needs of the students. Students with disabilities are provided accommodations during classroom instruction and assessments to help level the playing field and promote equal access to grade-level curriculum.

Teachers are providing instruction for all students to work toward grade-level content standards by using a variety of instructional strategies based on the needs of the students. Students with disabilities are provided accommodations during classroom instruction and assessments to help level the playing field and promote equal access to grade-level curriculum.

Most states have adopted Common Core Standards for English language arts and mathematics. Common assessments across states are being developed based on the Common Core Standards. This presents a unique opportunity for educators to include all students with disabilities in working toward grade-level content standards.

What is the difference between an accommodation and modification?

Modification

Beginning with IDEA 2004, the term "modification" is no longer used in relation to district-wide and statewide testing, because the federal No Child Left Behind Act (NCLB) mandates that students be tested using the same standards as those used for non-disabled peers.

A modification is made when the general education curriculum is altered or the performance level expected of students is changed (Nolte & McLaughlin, 2005). A modification is when a student is taught something different from the rest of the class or taught the same information but at a different

level of complexity to meet the needs of the student. Prior to the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA 2004), the term "modifications" referred to changes in the delivery, content, or instructional level of district-wide or statewide tests for students receiving special education services. Modifications resulted in lowering the expectations and standards by which students with disabilities were assessed. Beginning with IDEA 2004, the term "modification" is no longer used in relation to district-wide and statewide testing, because the federal No Child Left Behind Act (NCLB) mandates that students be tested using the same standards as those used for non-disabled peers.

Nolet and McLaughlin (2005) identify the following examples of modifications:

1. The student is taught something different from the rest of the class.
2. The student is taught the same information, but at a different level of complexity.
3. The student has a reduced assignment (for example, has fewer questions to answer).
4. The student uses a lower-level reading text book, which covers similar subject content.

Parents should be aware that if the student's curriculum is modified so that it is no longer focused on grade-level standards, the student's course of study is changed to one that leads to a certification of completion, not to a high school diploma. The decision to

Parents should be aware that if the student's curriculum is modified so that it is no longer focused on grade-level standards, the student's course of study is changed to one that leads to a certification of completion, not to a high school diploma.

make modifications should not be made lightly or by one individual, but requires a CCC team decision.

Accommodations

Accommodations for Instruction

An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided to a student with disabilities during classroom instruction and assessments must also be provided to the student during state assessments, if permitted.

An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations are changes in the way that materials are presented or students respond (Elliott & Thurlow, 2006). The reason for providing accommodations is that they enable the student to bypass (or partially bypass) the effects of the disability. An accommodation

does not change the content of what is being taught, but is a way of providing equal access for the student with a disability to grade-level content and is meant to “level the playing field” with non-disabled peers. Accommodations do not reduce expectations for learning; rather, they change how the content is being taught, made accessible, and/or assessed. What the student is expected to master does not change, and the objectives of the content or activity remain intact.

Accommodations are practices or procedures that are used during classroom instruction so that the teacher has a valid measure of what students with disabilities know and can do. In addition, accommodations allow students with disabilities to complete the same assignments as their non-disabled peers. School assignments and tests completed with accommodations should not alter the content, give an unfair advantage, or change what a test measures. Furthermore, school assignments and tests including accommodations are graded the same way as those completed without accommodations. Accommodations make it possible for students with disabilities to show what they know without being impeded by their disability.

Accommodations provided to a student with disabilities during classroom instruction and assessments must also be provided to the student during state assessments, if permitted. Educators need to be familiar with state policies and procedures for administering statewide assessments and accommodations. State accommodation guidance is summarized in Appendix C of the *Indiana Assessment Program Manual* which is available on the IDOE website at <http://www.doe.in.gov/sites/default/files/assessment/appendix-c-accommodations-guidance.pdf>. Guidance regarding appropriate testing format for students – either computer-based or paper-and-pencil – has been provided by the IDOE and is available at <http://www.doe.in.gov/sites/default/files/individualized-learning/patins-computer-pencil-letter-checklists.pdf>.

Accommodations for Statewide Assessment

Assessment accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that assesses abilities rather than disabilities. Without accommodations, assessments may not accurately measure students' knowledge and skills.

Assessment accommodations are generally grouped into the following categories:

- Presentation (e.g., repeat directions, read aloud, large print, braille)
- Equipment and materials (e.g., calculator, amplification equipment, manipulative)
- Response (e.g., mark answers in book, scribe records response, point)
- Setting (e.g., study carrel, student's home, separate room)
- Timing/Scheduling (e.g., extended time, frequent breaks)

What accommodations are needed so that a student can be in the general education setting?

Selecting accommodations for instruction and assessment is the role of a student's Case Conference Committee (CCC). Accommodations should be chosen based on the individual student's need for the accommodations. After considering the student's individual characteristics, the CCC should identify inclusion needs that require accommodations. When these accommodations are used according to plan, the student should be able to demonstrate what he or she knows during instruction and on assessments. Accommodations used in a general education classroom that are not allowable on the statewide assessment can potentially hinder the student's success on that assessment measure.

Accommodations should be chosen based on the individual student's need for the accommodations. Accommodations used in a general education classroom that are not allowable on the statewide assessment can potentially hinder the student's success on that assessment measure.

Elliott and Thurlow (2006) suggest six steps to take in identifying accommodations for individual students:

1. Ask the student what helps him/her learn or perform better and what gets in the way of showing what you know and can do.
2. Ask parents and other family members what they do to help the student complete household chores or homework.
3. Consider the strengths and weaknesses in areas linked to the curriculum, identify those skills or behaviors that consistently get in the way of learning.
4. Teach the student how to use accommodations that might be provided.
5. Observe the effects of accommodations provided to determine whether the accommodation is being used and the extent to which it seems useful to the student.
6. Collect data on the effects of accommodations that are used by the student.

Who is involved in making accommodation decisions?

The CCC must make assessment and accommodation decisions for students with disabilities based on individual need in accordance with state and federal guidelines. Students with disabilities must be provided accommodations based on individual need as long as the accommodations do not invalidate the assessment.

What should the CCC consider when selecting accommodations?

To assure students with disabilities are engaged in standards-based instruction, the CCC must participate in the planning process and data review to make sure appropriate accommodations are selected for the student that enable access to grade-level instruction and participation in statewide assessments.

To assure students with disabilities are engaged in standards-based instruction, the CCC must participate in the planning process and data review to make sure appropriate accommodations are selected for the student that enable access to grade-level instruction and participation in statewide assessments. The CCC needs to be familiar with the grade-level common core standards when making decisions about accommodations and participation in the general education curriculum.

During the decision making process, the CCC should take into account the following:

1. Student characteristics that need to be considered so that accommodations reduce the effect of the disability.
 2. Instructional tasks where students are expected to demonstrate grade-level state standards content knowledge and skills, such as assignments and class tests.
- Consistency with the standards-based IEP for classroom instruction and assessments, and an emphasis on fidelity of implementation for accommodations and achievement standards noted in the IEP.

Students with the most significant cognitive disabilities can participate in the alternate assessment (ISTAR-AA) if the criteria for participation are satisfied. The Case Conference Committee determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with ISTAR-AA. The criteria are available at: <http://www.doe.in.gov/achievement/assessment/istar>.

How do we document decisions and use of accommodations?

For students with disabilities, determining appropriate instructional and assessment accommodations during the IEP process should be evidenced by reviewing the student's present level of academic achievement and functional performance (PLAAFP). The PLAAFP is a state and federal requirement which must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children".

The areas in the IEP document where accommodations can be addressed include the following:

- “Consideration of Special Factors” is where communication and assistive technology supports are considered.

2. "Supplementary Aids and Services" is the area of the IEP that includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."
3. "Participation in Assessments" is the section of the IEP that documents accommodations needed to facilitate the participation of students with disabilities in statewide and local assessments.

What documentation is needed to evaluate and improve the use of accommodations?

Selecting and monitoring the effectiveness of accommodations should be an ongoing process, and changes should be made as often as needed. It is important that the accommodations selected address the student's specific areas of need and facilitate the demonstration of skills and knowledge.

What is the connection between accommodations and universal design for learning?

According to Indiana's special education law, Article 7, "Universal design is a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities." Implementing universal design is not simply a matter of providing digital instruction and assessment on computers, but rather working diligently to ensure that the products, services, policies, and/or practices related to the instruction and assessment provide options and supports that enable all students to participate and to achieve.

Implementing universal design is not simply a matter of providing digital instruction and assessment on computers, but rather working diligently to ensure that the products, services, policies, and/or practices related to the instruction and assessment provide options and supports that enable all students to participate and to achieve.

Technology used for instruction and assessment must include a range of flexible options that can be tailored to individual needs and preferences and must ensure interoperability with assistive technologies used by some students. As the move toward digital delivery of instruction and assessment gains momentum, it is important to keep in mind that not all digital materials or delivery technologies include flexible features that broaden usability and accessibility. These features need to be sought out when considering the acquisition of both digital content and technological systems for the delivery of the content.

Incorporating the principles of Universal Design for Learning into the planning and delivery processes of instruction and assessments can lead to improved engagement and outcomes for all students. Universally-designed instruction and assessments enable educators to plan for and engage students across the full range of variability in flexible learning opportunities and to gain a more accurate understanding of what students know and can do. Flexibility in the presentation of instructional content, the ways in which students can respond, and the engagement of students are the core principles of universally-designed learning environments. In the planning process, it is important to consider potential barriers that students may encounter in the learning process and to proactively plan for reducing those barriers in order to ensure access

to the content and enable the demonstration of knowledge. Universal Design principles are being considered in design of Common Core-related assessments through item development, field testing and implementation.

Tools, Checklists, and Resources

The following section contains multiple resources designed to be used by educators, families, and Case Conference Committee (CCC) members. The resources include the following:

1. Questions and Considerations During the Assessment and Accommodation Discussion

This resource is organized by steps that occur during the CCC discussion about statewide assessment and accommodations. For each step, questions for parents to ask and information for CCC members to consider are provided.

2. Examples of Accommodations Based on Student Characteristics

This resource provides example instruction and assessment accommodations for specific student characteristics or difficulties. These are simply examples that might be appropriate for a student with a specific need or disability. The examples should not be used as a required list for a given student. Additionally, it is important to note that this table includes assessment accommodations that are not allowable on statewide assessments. The use of such accommodations during other assessment tasks should be discussed in advance with a full understanding of possible outcomes for the student. Accommodations that are not allowed on statewide assessments are denoted in bold and with an asterisk. This resource was modified with permission from the Council of Chief State School Officers. Additional examples were added by Indiana practitioners and specialists.

3. Decision Criteria and Considerations by Statewide Assessment Option

This table summarizes the participation criteria for the statewide assessment options. Also included are examples of evidence that CCC members might use when making the decision about which assessment option is most appropriate for a given student. Full state criteria are available at <http://www.doe.in.gov/sites/default/files/assessment/appendix-c-accommodations-guidance.pdf>.

4. Questions for Parents to Ask About Accommodations

This resource provides sample questions for parents to ask about accommodations. These questions were modified with permission from the Council of Chief State School Officers.

5. After-Test Accommodations Questions

This resource can be used after an assessment with accommodations has been completed. It includes questions that can be used to interview the student about the provided accommodation(s), including whether a specific accommodation was used, whether it was useful, and whether the accommodation should be used again. Any adjustments or difficulties experienced by the student can also be noted. This resource was modified with permission from the Council of Chief State School Officers.

6. Assessment Accommodations Agreement

This form can be used by a student to communicate his/her accommodation needs to school staff. Typically used by secondary students who intend to pursue postsecondary education, this form helps develop self-advocacy skills. This resource was modified with permission from the Council of Chief State School Officers.

Questions and Considerations During the Assessment and Accommodations Discussion

<p>Step 1: Ensure all decision makers understand the purpose of the statewide assessment (ISTEP+, ECA, IMAST, ISTAR).</p> <p>Questions for Parents to Ask</p> <p>What is the purpose of the assessment? How are the results used? How/who receives my child's assessment results?</p>	<p>Considerations for CCC</p> <p>Results from statewide assessments are used for multiple purposes. For example, aggregate assessment results are used for school accountability purposes. For an individual student, assessment results are important because they provide teachers, parents, and students themselves with information about skills, proficiency, and achievement.</p>
<p>Step 2: Ensure all decision makers are aware of the statewide assessment options.</p> <p>Questions for Parents to Ask</p> <p>What assessments are grade-level peers taking? What assessment options are available for my child? What standards are measured by each assessment option?</p>	<p>Considerations for CCC</p> <p>Assessment options exist so that the CCC can select the most appropriate assessment for a given student. The first option considered should be the standard assessment (ISTEP+ or ECAs). Other options, such as IMAST (availability will be discontinued when PARCC assessments become available) and ISTAR, are available for students for whom ISTEP+/ECAs are not appropriate due to the severity and nature of the student's disability and the intensity of services needed by the student.</p>
<p>Step 3: Ensure all decision makers understand the standard administration procedures for the statewide assessments.</p> <p>Questions for Parents to Ask</p> <p>How is each assessment option administered? What accommodations are allowable for each assessment? Are the accommodations allowed on statewide assessments also provided for local assessments? What is the impact of needed accommodations that being permitted on statewide assessments?</p>	<p>Considerations for CCC</p> <p>Guidelines on the standard administration procedures and allowable accommodations for each statewide assessment option are set by IDOE. Accommodations selected for use on statewide assessments should be ones that the student is using on a regular basis for classroom instruction and assessments. Allowing students to use accommodations on a routine basis in the classroom that are not permitted on statewide assessments can negatively impact the student's ability to demonstrate knowledge and skills on statewide assessments.</p>

<p>Step 4: Ensure all decision makers understand the consequences associated with each statewide assessment option.</p> <p>Questions for Parents to Ask</p> <ul style="list-style-type: none"> How will my child's test scores be used? How does the assessment decision influence programming and services for my child? How does the selected assessment option impact my child's chance to graduate with a diploma? 	<p>Considerations for CCC</p> <p>The decision about which assessment option will be utilized should not drive placement or services for the student. Students for whom ISTAR is the most appropriate assessment are learning content based on grade-level alternate achievement standards and are not earning credits toward a high school diploma.</p>
<p>Step 5: Determine which accommodations are appropriate and necessary for the student.</p> <p>Questions for Parents to Ask</p> <ul style="list-style-type: none"> What are my child's needs and preferences? What accommodations will reduce the effect of my child's disability on assessment results? What accommodations are regularly used by my child during instruction and classroom assessments? Are the accommodations permitted on statewide assessments? 	<p>Considerations for the CCC</p> <p>A student's need for assessment accommodations should be based upon a variety of information and data from students, teachers, and parents. Information from the student includes how helpful the student perceives an accommodation is/was, what accommodations the student prefers, and how willing the student is to learn to use a given accommodation. Input from teachers might include perceptions about the impact and usefulness of an accommodation, information about the student's performance when using/not using assessment accommodations, and what staff training is needed.</p>
<p>Step 6: Determine which statewide assessment option will be used for the student.</p> <p>Questions for Parents to Ask</p> <ul style="list-style-type: none"> Which assessment option will provide the best information about my child's skills? Are any of the accommodations that my child needs not allowable on the assessments? What is the rationale for the selected assessment option? 	<p>Considerations for the CCC</p> <p>Accommodations should be selected based upon the student's needs and difficulties. Selected accommodations should reduce the effect of the child's disability on assessment results and performance.</p>

<p>Step 7: Ensure assessment accommodation decisions are documented in the IEP. Questions for Parents to Ask</p> <p>Are the necessary and appropriate accommodations included in the IEP? What is the rationale for the accommodations?</p>	<p>Considerations for the CCC</p> <p>The present levels section of the IEP should include information about what accommodations have been effective during instruction and classroom assessment. This information can assist the CCC in making decisions about statewide assessment participation. The IEP should document the CCC's decision about what assessment option will be administered and what accommodations are necessary. It is important to remember that the decision about what statewide assessment the student will take should be re-visited and changed when needed.</p>
<p>Step 8: Communicate selected assessment accommodations to the person responsible for administering the statewide assessments. Questions for Parents to Ask</p> <p>Who will make sure that these accommodations are used on statewide assessments? What information will be gathered about the usefulness of the accommodation?</p>	<p>Considerations for the CCC</p> <p>Decisions about statewide assessment participation and accommodations need to be communicated to the person responsible for test administration in the school corporation. In most school corporations, this involves the teacher of record and the test coordinator. The CCC should discuss what information will be collected about the administration and usefulness of the accommodations during the assessment administration so that decisions about future accommodations can be well-informed.</p>
<p>Step 9: Following administration, evaluate whether the selected accommodations were appropriate and necessary for future assessments. Questions for Parents to Ask</p> <p>Were the accommodations used? Were there any difficulties with the accommodations? Were any adjustments needed? Would the accommodations be used again? Does the selected assessment option seem appropriate for future administrations? What did my child think about the accommodations?</p>	<p>Considerations for the CCC</p> <p>Information and data regarding the usefulness, appropriateness, and any difficulties implementing the accommodations during previous statewide assessments should be discussed by the CCC. This information should guide decisions about future administrations of the assessment and should be used to determine whether a different assessment option needs to be chosen and whether accommodations need to be changed or discontinued.</p>

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: BLIND OR LOW VISION		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices, AT (e.g., CCTV, video magnifier) • Low-tech optical devices (e.g., handheld magnifier, stand magnifier, handheld telescope) • Braille (e.g., Literary, Nemeth) • Low-tech devices (e.g., braillewriter, slate and stylus) • Tactile graphics • Text read aloud (e.g., live reader, student reads out loud to him/herself) • Assistive Technology tools (e.g., Braille notetaker, electronic braillewriter, portable digital talking book player, personal digital assistant (PDA), computer, electronic tablet) • Auditory/screen reader • Electronic calculators and dictionaries • Large print or Braille notes, outlines, and instructions • Descriptive video 	<ul style="list-style-type: none"> • Large print • Magnification devices (e.g., CCTV, video magnifier) • Low-tech optical devices (e.g., handheld magnifier, stand magnifier, handheld telescope) • Braille (e.g., Literary, Nemeth, foreign language, computer) • Low-tech devices (braillewriter, slate and stylus) • Tactile Graphics • Text read aloud (e.g., live reader, student reads out loud to him/herself) • Assistive Technology tools (e.g., Braille notetaker, electronic braillewriter, portable digital talking book player, personal digital assistant (PDA), computer, electronic tablet) • Auditory/screen reader • Electronic calculators and dictionaries • Large print or Braille notes, outlines, and instructions • Descriptive Video*

STUDENT CHARACTERISTIC: BLIND OR LOW VISION (CONTINUED)

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "**".</small>
Response	<ul style="list-style-type: none"> Express response to a scribe through speech Type on, or speak to, word processor Type on a Braille Speak into tape recorder/digital recorder Use calculation devices (e.g., talking calculator with enlarged keys, abacus) Use personal note taker Provide boundaries for written response (e.g., use of bold line paper) 	<ul style="list-style-type: none"> Express response to a scribe through speech Type on, or speak to, word processor Type on a Braille Speak into tape recorder/digital recorder Use calculation devices (e.g., talking calculator with enlarged keys, abacus) Provide boundaries for written response (e.g., use of bold line paper)
Setting	<ul style="list-style-type: none"> Change location to reduce distraction Change location to increase physical access (e.g., lighting) Change location to access special equipment 	<ul style="list-style-type: none"> Change location to reduce distraction Change location to increase physical access (e.g., lighting) Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> Extended time Provide additional breaks 	<ul style="list-style-type: none"> Extended time Provide additional breaks

STUDENT CHARACTERISTIC: DEAF OR HARD OF HEARING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Captioning • Visual cues • Written notes, outlines, and instructions • Captioned videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates including identification of the speaker • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use relay services and videophones 	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on, or speak to, word processor if the student uses his/her voice clearly • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on, or speak to, word processor • Use spelling and grammar assistive devices* • Use visual organizers* • Use graphic organizers*

STUDENT CHARACTERISTIC: DEAF OR HARD OF HEARING (CONTINUED)

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "**".</small>
Setting	<ul style="list-style-type: none"> • Change location to reduce distraction • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> • Change location to reduce distraction • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)
Timing and Scheduling	<ul style="list-style-type: none"> • Extended time • Provide additional breaks 	<ul style="list-style-type: none"> • Extended time • Provide additional breaks

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY, DIFFICULTY WITH PENCIL, DIFFICULTY TYPING ON STANDARD KEYBOARD

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "**".</small>
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> • Express response to scribe through speech, pointing or by using an assistive communication device • Type on, or speak to, word processor • Speak into tape recorder • Use thick pencil or pencil grip • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to scribe through speech, pointing or by using an assistive communication device • Type on, or speak to, word processor • Speak into tape recorder • Use thick pencil or pencil grip
Setting	Not applicable	Not applicable
Timing and Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: ARTICULATION AND SPEECH SOUND PRODUCTION DIFFICULTIES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> Model and exaggerate correct production of sounds Ensure student attends to speaker's mouth when modeling 	Not applicable
Response	<ul style="list-style-type: none"> Allow extra response time If unintelligible, use Voice Output Device (VOD)/AAC device Another student or adult reads written responses Pair visual supports (sign language, pictures, gestures) with speech Avoid asking student to repeat 	<ul style="list-style-type: none"> Allow extra response time If unintelligible, use Voice Output Device (VOD)/AAC device Another student or adult reads written responses Pair visual supports (sign language, pictures, gestures) with speech Avoid asking student to repeat*
Setting	<ul style="list-style-type: none"> Minimize background and environmental noise 	<ul style="list-style-type: none"> Minimize background and environmental noise
Timing and Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: SPEECH FLUENCY DIFFICULTIES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> Allow nonverbal response (thumbs up/down, response cards) Call on only when he/she volunteers Partner/choral reading (when reading aloud) Give advance notice for being called on or asked to read aloud (provide time for anticipation of his/her turn) Eliminate competition to "have the floor" Use non-verbal cue ("secret signal") to remind of fluency-enhancing techniques Avoid finishing student's sentences Allow extra time for verbal responses 	<ul style="list-style-type: none"> Allow nonverbal response (thumbs up/down, response cards)* Avoid finishing student's sentences/interrupting Allow extra time for verbal responses
Setting	Not applicable	Not applicable
Timing and Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: VOICE DIFFICULTIES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> • Allow for use of amplification (e.g., microphone, sound enhancement system) • Allow non-verbal responses • Minimize background and environmental noise • Use non-verbal cue ("secret signal") to remind of good vocal habits when responding aloud 	<ul style="list-style-type: none"> • Allow for use of amplification (e.g., microphone, sound enhancement system) • Allow non-verbal responses* • Minimize background and environmental noise
Setting	Not applicable	Not applicable
Timing/ Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: LANGUAGE – AUDITORY COMPREHENSION DIFFICULTIES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an “*”.</small>
Presentation	<ul style="list-style-type: none"> • Instructor should speak slowly and deliberately • Use recorded information to allow for repeated presentations • Frequent checks for understanding (ask him/her to restate information, not imitate) • Reduce length of oral information or break into smaller units • Reduce complexity of oral information (simplify vocabulary, sentence complexity) • Provide visual supports (e.g., pictures, visual/graphic organizer, study guide, buddy notes, videos, movies) • Use hands-on activities (e.g., act-out, demonstrate) • Allow extra time • Restate • Rephrase • Summarize • Pre-teach (e.g., vocabulary, language, concepts) • Signal topic changes • Encourage creation of own vocabulary picture cards 	<ul style="list-style-type: none"> • Instructor should speak slowly and deliberately • Frequent checks for understanding (ask him/her to restate information, not imitate)* • Reduce length of oral information or break into smaller units* • Reduce complexity of oral information (simplify vocabulary, sentence complexity)* • Provide visual supports* • Allow extra time
Response	Not applicable	Not applicable
Setting	<ul style="list-style-type: none"> • Maximize positive listening environment (e.g., use microphone, sound enhancement system) 	<ul style="list-style-type: none"> • Maximize positive listening environment (e.g., use microphone, sound enhancement system)
Timing and Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: LANGUAGE – VERBAL EXPRESSION		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> • Allow extra response time • Allow use of visual supports • Allow use of VOD/AAC device (high- or low-tech) • Provide model/sample sentence • Provide carrier phrase (e.g., open-ended statement for student to supply one or two words) • Restate child's verbal output, provide correct model • Avoid asking student to repeat 	<ul style="list-style-type: none"> • Allow extra response time • Allow use of visual supports* • Allow use of VOD/AAC device (high- or low-tech)
Setting	Not applicable	Not applicable
Timing and Scheduling	Not applicable	Not applicable
STUDENT CHARACTERISTIC: READING DECODING DIFFICULTIES		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Human reader • Screen reader • Videotape 	<ul style="list-style-type: none"> • Human reader only if screen reader is not available • Screen reader
Response	<ul style="list-style-type: none"> • Timing/Scheduling 	Not applicable
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Change location so student does not distract others • Use written notes, outlines, and instructions*
Timing and Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: WRITTEN EXPRESSION DIFFICULTIES		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "**".</small>
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> Express response to a scribe through speech Type on, or speak to, word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech Type on, or speak to, word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g. electronic spelling device, spell check on computer)*
Setting	Not applicable	Not applicable
Timing and Scheduling	Not applicable	Not applicable
STUDENT CHARACTERISTIC: MATHEMATICAL DIFFICULTIES		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> Use calculation devices Use visual organizers Use graphic organizers Use math tables and formula sheets 	<ul style="list-style-type: none"> Use calculation devices Use math tables and formula sheets Visual organizers* Graphic organizers*
Setting	Not applicable	Not applicable
Timing and Scheduling	Not applicable	Not applicable

STUDENT CHARACTERISTIC: PHYSICAL DIFFICULTIES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "**".</small>
Presentation	Not applicable	Not applicable
Response	<ul style="list-style-type: none"> Express response to scribe through speech, pointing, or by using an assistive communications device Type on, or speak to, word processor Speak into tape recorder Write in test booklet instead of on answer sheet Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or DynaVox) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to scribe through speech, pointing, or by using an assistive communications device Type on, or speak to, word processor Speak into tape recorder Write in test booklet instead of on answer sheet* Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or DynaVox)
Setting	<ul style="list-style-type: none"> Change location to increase physical access Change location to access special equipment 	<ul style="list-style-type: none"> Change location to increase physical access Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> Extended time Multiple or frequent breaks 	<ul style="list-style-type: none"> Extended time Multiple or frequent breaks

STUDENT CHARACTERISTIC: DIFFICULTY SUSTAINING ATTENTION OR EFFORT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> • Use books on tape or recorded books to help focus on text • Give short and simple directions with examples • Offer choices • Use of manipulatives 	<ul style="list-style-type: none"> • Break questions into smaller sets and allow student to complete sets, taking breaks as needed • Offer choices
Response	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns 	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet* • Monitor placement of student responses on answer sheet* • Use materials or devices used to solve or organize responses* • Use visual organizers* • Use graphic organizers* • Highlight key words in directions • Have student repeat and explain directions to check for understanding* • Use template* <p>Use graph paper to keep numbers in proper columns</p>
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions • Provide cushion or positioner 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions • Use of manipulatives • Use of private room or individual proctoring • Provide cushion or positioner
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments 	<ul style="list-style-type: none"> • Use short segment test booklets (when available)* • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests*

STUDENT CHARACTERISTIC: ANXIETY

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> • Give short and simple directions with examples • Allow for note-taker/recorder or provide copies of other's notes • Tape record lectures or discussions 	<ul style="list-style-type: none"> • Read orally
Response	<ul style="list-style-type: none"> • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns • Provide word banks, equation sheets or other tools to assist with "blanking out" 	<ul style="list-style-type: none"> • Provide alternative format to test - write in test booklet instead of on answer sheet* • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers* • Use graphic organizers* • Highlight key words in directions* • Have student repeat and explain directions to check for understanding* • Use template* • Use graph paper to keep numbers in proper columns • Provide word banks, equation sheets or other tools*
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions • Allow student to choose seat • Allow student to become familiar with environment 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions • Allow student to choose seat • Allow student to become familiar with environment • Use of private room or individual proctoring
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Change testing schedule or order of subtests • Provide testing schedule to student ahead of time • Provide test information ahead of time – number of questions, form of test (multiple-choice, etc.), subject matter, 	<ul style="list-style-type: none"> • Use short segment test booklets (when available)* • Allow for multiple or frequent breaks • Change testing schedule or order of subtests or segment exams over time periods* • Provide testing schedule to student ahead of time • Provide test information ahead of time – number of questions, form of test

	how scored <ul style="list-style-type: none"> • Increase frequency of exams • Provide course alternative with no exams • Provide make-up exams 	(multiple-choice, etc.), subject matter, how scored <ul style="list-style-type: none"> • Increase frequency of exams* • Provide course alternative with no exams* • Provide make-up exams*
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STUDENT CHARACTERISTIC: SEIZURES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> • Give clear and consistent directions • Allow for note-taker/recorder or provide copies of other's notes and outlines • Tape record lectures or discussions • Give assignments in familiar format 	<ul style="list-style-type: none"> • Read orally • Provide tests in familiar format • Provide text versions of oral directions and questions
Response	<ul style="list-style-type: none"> • Use visual organizers • Use graphic organizers • Have student repeat and explain directions to check for understanding • Use template • Provide study aides, review sheets with key concepts 	<ul style="list-style-type: none"> • Use materials or devices used to solve or organize responses* • Use visual organizers* • Use graphic organizers* • Highlight key words in directions* • Have student repeat and explain directions to check for understanding* • Use template* • Provide word banks, equation sheets, multiple-choice, true/false, matching * • Provide tests in familiar format
Setting	<ul style="list-style-type: none"> • Sit in front of room 	<ul style="list-style-type: none"> • Sit in front of room • Use of private room or individual proctoring
Timing and Scheduling	<ul style="list-style-type: none"> • Allow for multiple or frequent breaks • Change testing schedule or order of subtests • Provide make-up exams 	<ul style="list-style-type: none"> • Allow for multiple or frequent breaks • Change testing schedule or order of subtests or segment exams over time periods* • Provide make-up exams* • Allow more time

STUDENT CHARACTERISTIC: SENSORY ISSUES

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments <small>Note: Not all accommodations are permitted on statewide assessments. Those accommodations that are not allowed are listed in bold and marked with an "*".</small>
Presentation	<ul style="list-style-type: none"> • Give short and simple directions with examples • Allow for note-taker/recorder or provide copies of other's notes • Tape record lectures or discussions • Provide advance notice of fire drills • Provide written or picture schedule of daily activities • Provide manipulatives or chewables for self-regulation • Provide headphones/earplugs to reduce noise at lunch, recess, fire drills 	<ul style="list-style-type: none"> • Oral and written directions
Response	<ul style="list-style-type: none"> • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns • Allow student ample time to answer orally in class 	<ul style="list-style-type: none"> • Provide alternative format to test-write in test booklet instead of on answer sheet* • Monitor placement of student responses on answer sheet* • Use materials or devices used to solve or organize responses* • Use visual organizers* • Use graphic organizers* • Highlight key words in directions* • Have student repeat and explain directions to check for understanding* • Use template* • Use graph paper to keep numbers in proper columns
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions • Provide cushion or positioner 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions • Provide cushion or positioner • Use of private room or individual proctoring

STUDENT CHARACTERISTIC: SENSORY ISSUES (CONTINUED)		
Timing and Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Change testing schedule or order of subtests • Provide testing schedule to student ahead of time 	<ul style="list-style-type: none"> • Use short segment test booklets (when available)* • Allow for multiple or frequent breaks* • Change testing schedule or order of subtests or segment exams over time periods* • Provide testing schedule to student ahead of time* • Allow extended time

Modified with permission. Accommodations Manual: How to Select, Administer, Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities (2nd ed) (2005). Washington, DC: Professional Development and Communications Study Group of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS), Council of Chief State School Officers. Available at www.ccsso.org.

Decision Criteria and Considerations by Statewide Assessment Option

Assessment Options			
	ISTEP+/ECA without Accommodations	ISTEP+/ECA with Accommodations	IMAST (Available until Common Core-related assessments become available)
Alternate			
Presence of Disability	IDOE Criteria and Considerations for Decision Making		
	<p><u>Considerations:</u></p> <ul style="list-style-type: none"> -The presence of a disability exists and is documented. -The presence of disability does not necessarily mean that a testing accommodation is needed. -A student's CCC should decide whether accommodation is needed, based on the needs of the student in specific academic areas. 	<p><u>Considerations:</u></p> <ul style="list-style-type: none"> -The presence of a disability exists and is documented. -Consider the student's skills and needs in specific academic areas by reviewing prior assessment performance (e.g., Acuity, mCLASS, IREAD, local assessments, and progress monitoring data). -Is prior performance on statewide and district assessments consistent with daily performance? -How does the student's performance compare to grade-level expectations, criterion-referenced goals, and progress goals? 	<p><u>IDOE criteria:</u> There is empirical evidence of a severe disability or a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> - The presence of a significant cognitive disability exists and is documented. -Data documents that the disability is such that the student is unable to acquire, maintain, generalize, and apply academic skills across environments even with extensive and individualized instruction.

Intensity of Instruction	<p><u>Considerations:</u></p> <ul style="list-style-type: none"> -If accommodations are not needed and used on a regular basis in order for the student to access grade-level content through instruction and/or assessment purposes, accommodations most likely are not necessary or appropriate. -The CCC makes the decision about need for accommodations and provides documentation in the student's IEP. 	<p><u>Considerations:</u></p> <ul style="list-style-type: none"> -Accommodations that have been needed and used on a regular basis for the student's instruction should be considered for use on statewide assessments. -Input from the student, teacher, and parent can be helpful in selecting accommodations that have been effective as part of the student's educational program. -In accordance with state guidelines, the CCC determines the need for a testing accommodation based on the student's specific needs. -The CCC makes the decision about need for accommodations and provides documentation in the student's IEP. 	<p><u>IDOE Criteria:</u> The student is able to meaningfully access curriculum for enrolled grade level, but is not likely to achieve grade-level proficiency within the same time frame as other students.</p> <p><u>Considerations:</u></p> <p>In applicable subject area(s):</p> <ul style="list-style-type: none"> -IEP progress monitoring data indicates that achieving grade-level proficiency within one year is unlikely even with significant growth. -Documentation of the level, frequency, and nature of intervention and instruction. -Documentation of the provision and impact of instructional accommodations should be discussed by the CCC and included in the student's IEP. 	<p><u>IDOE Criteria:</u> Even when provided access to a differentiated general education curriculum and individualized instruction with extensive modification and support, the student is unable to derive reasonable educational benefits without significant individualized modification to content and performance expectations.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> -The IEP documents the need for services that are intensive, frequent, and across settings. -The IEP includes extensive modifications and supports in order to allow the student to derive reasonable educational benefit. - Documentation of the provision and impact of instructional accommodations should be discussed by the CCC and included in the student's IEP.
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Curricular Outcomes	<p><u>Considerations:</u></p> <ul style="list-style-type: none"> -The student's course of study is leading toward a high school diploma. 	<p><u>Considerations:</u></p> <ul style="list-style-type: none"> - The student's course of study is leading toward a high school diploma. 	<p><u>IDE Criteria:</u> The student is expected to earn a high school diploma and IEP goals include content standards for the grade level in which the student is enrolled.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> -The IEP goals are aligned to grade-level standards. -Documentation of present levels of performance that are below grade level. -Documentation of academic progress/growth that is below grade level. - Documentation of the provision and impact of instructional accommodations. -Student's course of study is leading toward a certificate of completion. 	<p><u>IDE Criteria:</u> IEP goals and objectives focus on basic functional performance and communication areas.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> -IEP goals address areas based on grade-level alternate achievement standards. -IEP goals address areas that are reasonable for educational benefit. -IEP goals focus on areas that differ substantially in form and/or substance from that of most other students. -Student's course of study is leading toward a certificate of completion.
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Questions for Parents to Ask About Accommodations

Questions about accommodations during *Instruction*

Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child during instruction or on assessments?

What accommodations does my child need to access and reach academic standards?

Are there accommodations that could be allowed during instruction that are not currently being provided?

Are there accommodations being used at home that could be used during instruction to help my child access and learn content and/or help in performing certain academic tasks?

Are the accommodations my child is receiving during instruction meant to be a temporary support? If so, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

How are the staff members who work with my child providing accommodations (across general, special education, or other staff)?

Questions about accommodations during *Assessment*

What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?

Are the accommodations allowed on state tests also provided for local tests?

Can my child participate in part of an assessment with or without accommodations?

If my child is not taking the general assessment, is it because the test is "too hard" or because the accommodation needed is not allowed on the assessment?

Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?

Do consequences of accommodations vary by type of test?

Questions about accommodations during *both Instruction and Assessment*

Is the need for each accommodation documented in my child's IEP?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child needs accommodations, how will they be provided?

If an accommodation used during instruction is not permitted on a test, is there another option that is allowed? If so, has it been documented and tried during instruction first? If not, how is my child being prepared to work without the accommodation before the test?

List other questions here.

Modified with permission. Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Available at [http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_\(ASES\).html](http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html).

After-Test Accommodations Questions

Use this form after a test to interview a student about the provided accommodation(s): whether it was used, whether it was useful, and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student _____ Date _____

Questions	Test Taken (List)			
Was the accommodation used?	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful?	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? Are adjustments needed?	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again?	Yes / No	Yes / No	Yes / No	Yes / No
Adjustments or Difficulties Experienced				

Student signature _____

Assistant signature (if applicable) _____

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Assessment Accommodations Agreement

This form communicates the assessment accommodations that I need as a student. These accommodations are listed on my Individualized Education Program (IEP).

I, _____
(Student's name)

need the following accommodations to take part in this assessment:

- (list accommodation)
- (list accommodation)
- (list accommodation)

If I need more information about these accommodations, I can talk to:

(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student signature)

(Date)

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- Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (2005). *Accommodations Manual: How to Select, Administer, Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities (2nd ed)*. Washington, DC: Professional Development and Communications Study Group of the (SCASS), Council of Chief State School Officers. Available at www.ccsso.org.
- Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3rd ed.)*. Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Available at <http://www.ccsso.org/>.
- Elliott, J.L. & Thurlow, M.L. (2006). *Improving Test Performance of Students with Disabilities...on District and State Assessments (2nd ed.)*. Thousand Oaks, CA: Corwin Press.
- Nolet, V. & McLaughlin, M. J. (2005). *Accessing the General Curriculum: Including Students with Disabilities in Standards-Based Reform, (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

Transition Begins for Families

Issue #16, December 2017



ABLE Accounts: What Are They?

Tonya is a single, working mother who is raising two children, Marcus, age 17 and Lucy, age 15. Marcus has been disabled since birth. He was born prematurely and has cerebral palsy. He also is legally blind and has a mild hearing loss. Marcus attends special education classes at his neighborhood high school where he enjoys school and is doing well.

When Marcus was three years old, Tonya applied for a number of public benefits for Marcus. These benefits (Medicaid and Supplemental Security Income or SSI) helped with the extensive medical care Marcus needed, as well as money for food, clothing, and household expenses. As Tonya explains, these benefits have been "life-saving" and have helped provide for his care. At the same time, in order to remain eligible for Medicaid and SSI, Marcus must remain poor. Savings accounts, retirement funds, and other items of significant value cannot be acquired (no more than \$2000) without jeopardizing his benefits.

Tonya has been meeting at school, along with Marcus and his IEP transition team. The team has been working with Marcus to plan for his transition from



Dreams

Marcus would like...

We would like Marcus to...

- Live in an apartment with a friend
- Have a dog
- Go places in the community
- Have a job that he finds rewarding

(Marcus' Person Centered Planning Dreams Map)

school. He wants to work and live in the community, maybe sharing an apartment with a friend. While Tonya knows that Marcus will continue to need his SSI and Medicaid after he completes high school, she also knows that he will need additional resources to make his dreams happen. There will be costs for personal assistance services, transportation, and assistive technology to name a few.

The church which Tonya, Marcus and Lucy attend would like to help Marcus with his transition plans by raising money for him to use. Tonya is grateful to her many friends at church but she also is afraid that the funds likely will jeopardize his public benefits. She worries that, in all honesty, Marcus, like many other young adults with disabilities, may end up at home with little or nothing to do or to look forward to in his life.

- Over -



The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T130078. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government. Project Officer, JoAnn McCann.



WAIT!!

In 2014, the Achieving a Better Life Experience Act of 2014 (better known as the **ABLE** Act), was created and passed by the US Congress. So, what is the ABLE Act and what does it do? How will it help Marcus achieve his transition goals for employment, post-secondary education and life as an adult in his community?

"ABLE Accounts are tax-advantaged savings accounts that have the potential to significantly increase the independence and quality of life of individuals with disabilities without jeopardizing much-needed benefits such as Medicaid and Supplemental Security Income (SSI)." (ABLE National Resource Center). Individuals like Marcus can establish an individual savings account into which he, his friends and his family members can contribute. Since the Act's passage (2014), 49 states, plus the District of Columbia, have passed ABLE legislation. As of July 2017, 23 states have launched ABLE programs. Frequently asked questions about ABLE accounts include:

- Is Marcus eligible for an ABLE account? ABLE limits eligibility to individuals with significant disabilities. The onset of the disabilities must be before age 26. Marcus is eligible.
- What expenses will Marcus be allowed to pay through his ABLE account? A "qualified disability expense" means any expense related to the person as a result of living a life with a disability. For Marcus, initially, the money will be helpful in paying for transportation, assistive technology devices, and personal support services. The ability to pay these expenses will help Marcus reach his goals related to

employment, post-secondary school and community life.

- What does Marcus need to do to get an ABLE account? Individuals must apply for an account. Each participating state has people who can help Marcus and Tonya set up an account and explain how the account can be used. See the Resources section for some helpful websites that provide more detailed information about ABLE accounts.
- Can Marcus have more than one ABLE account? No, only one account per individual is allowed.
- Are there limits to how much money can be put in an ABLE account? The total annual contribution cannot be more than \$14,000/year (\$15,000 beginning in 2018). That amount includes contributions by all participating individuals, including family members and friends. So far, Tonya's relatives and her friends at church have collected \$3,000 and have established an ABLE account for Marcus as a gift for his birthday. They hope to add to the fund each year.
- How much does it cost to establish an ABLE account? The cost may vary from state to state. In Indiana, where Marcus lives, there is an annual maintenance fee of \$60.00, paid in quarterly installments of \$15.00.

Tonya and Marcus recently shared information about the new ABLE account with his IEP team. Tonya reports there is new energy as team members continue to meet and help Marcus achieve his transition IEP goals. Most importantly, Marcus is excited about the new resources that will help him as he transitions from school to work and life in the community

Who Can Help?

The ABLE National Resource Center at <http://www.ablenc.org>, shares information about the history of ABLE Accounts, their design and valuable information about setting up an ABLE account in states across the country. The website also offers a tool titled, The Road Map to Enrollment which describes in detail how ABLE accounts work, eligibility requirements and clear and easy to follow steps.

INvestABLE Indiana is the name of the ABLE account website in Indiana. Visit the website at <https://savewithable.com/in/home.html> to learn more about ABLE and how to set up an account.

The Arc of Indiana is an advocacy organization for individuals with disabilities. Visit their website at <https://www.arcind.org> or call (317-977-2375) to speak with one of their representatives about ABLE accounts.

Happy Holidays from the Indiana Deaf-Blind Services Project!

Transition IEP

When does an IEP become a Transition IEP, and what does it mean for the student?

A student's IEP becomes a Transition IEP, either when the student turns 14 years of age, or is in 8th grade, whichever comes first. (If a student is currently not 14, but will turn 14 years of age, within that IEP year, Transition Assessments must be administered to the student.)

It is at this juncture, in a student's educational career, where the entire IEP is developed around the student's interests and their future post-secondary goals. Therefore, the transition process is really like a "road map," which will guide a student in the direction, to help them achieve their post-secondary outcomes.

Initially, three assessments must be given to address the following three areas: **independent living, education, and career**. These assessments can be found at <https://instrc.indiana.edu>, which is the Indiana Secondary Transition Resource Center in Bloomington, Indiana, under the assessment matrix tab. If a student proves to not require an independent living goal, through the assessments given, it does not need to be administered again. It, however, needs to be referenced, when stating "why the student doesn't require an independent living goal," when future IEPs are written. Please note that the name of the specific assessment, and the date that the original independent living assessment was given, must be included.

Therefore, if a student has reached the transition age, a career and educational assessment must be given to the student, each IEP year, to help address their post-secondary outcomes. The results of the assessments should be reviewed, and discussed with the student and parent at the case conference, as well as, thoroughly summarized within the IEP.

Both the state and federal guidelines require that both a career and educational goal are written for the students of transition age, and an independent living goal, if necessary. In addition, summaries must be written giving detailed descriptions of both. IIEP provides "drop down" menus to choose appropriate adjectives to write both of these goals. Please note that IEPs and transition goals are continually updated every year, so words such as "might,"

"unsure," "probably," etc. should be avoided. Goals should be written clearly, so that the IEP states specific goals for the student.

Transition Goals:

Education: *Mary will attend a four year university to pursue a bachelor's degree in Chemistry.*

Career: *Mary will work as a chemist for a pharmaceutical company.*

Independent Living: *According to the Community and Independent Living Survey administered to Mary on August 8, 2015, an independent living goal is not needed at this time.*

Education: *Nate will obtain "on site" job training from a job coach, to learn to prep the concession stand.*

Career: *Nate will work at the concession stand, at the local movie theater.*

Independent Living: *Nate will independently wash his hands, prior to working with food, with less than two verbal prompts per work week, from his job coach.*

Transition Activities:

As well, once goals for the student have been determined, transition activities, to support his/her transition path must be listed, and described in the IEP.

The following examples could be included as appropriate transition activities for both Mary and Nate:

Mary will attend Central High School's College and Career Fair, and visit college vendors, who offer four year programs in chemistry or science.

Mary will view a short presentation given by a representative from the Offices of Vocational Rehabilitation, to hear about programs offered to support her educational/career path in Science, during her junior year.

Nate will participate in community outings with his class, to work on having appropriate conversational dialogues, while in public, at least 2 times per semester

8th Grade year: During the student's 8th grade case conference, the case conference committee should determine if the student will be working on either the Diploma or Non-Diploma track, during their high school years. If a student is on the Diploma track, it also must be determined if the student will work towards a General Diploma or a Core 40 Diploma.

Freshman year: Students should use their 9th grade year to really get to know their teacher of record, and guidance counselors, as they will be an integral part of the transition process. Students will also begin to explore career paths, and begin to determine and plan for which courses they will need to take during their next three years of high school.

Sophomore year: Students will begin to actively research their college/career paths, and take elective courses to support their plan. They will continue to meet with their guidance counselor, teacher of record, and transition coordinator to insure that they remain on a guided path. They will begin to research post-secondary schooling opportunities, as well as jobs/careers to support their future. Sophomore students will attend both the CTE and College and Career Fairs hosted by Central High School to support their transition plans. Students will also participate in their state proficiency exams for both English 10, Algebra I, and Biology, or an Alternative Assessment (ISTAR), which is required for high school graduation.

Junior Year: Students will begin to solidify their transition plans, while having the opportunity to meet with guest speakers, and attend college visits. Juniors will also participate in a presentation from the Offices of Vocational Rehabilitation, to hear about their program and opportunities that they provide after high school graduation. If students are interested in the program, they can take home the application and share the information with their families. Junior students will also attend both the CTE and College and Career Fairs hosted by Central High School to support their transition plans. Students will also participate in their state proficiency exams for both English 10, Algebra I, and Biology, if they did not "pass" during the previous year. Students planning to attend college or trade school, will begin to fill out applications toward the end of this school year. Also, this is the time students should begin to research scholarship and financial aid opportunities. As well, students should participate and lead their case conferences, while advocating for themselves.

Senior Year: Review of transition plans should be taking place with senior students and the Transition Coordinator, or teacher of record. All seniors should make sure to have a copy of their last IEP, prior to high school graduation. All college, vocational school, Vocational Rehabilitation and FASFA applications should be completed. Seniors, who have not yet passed the high school graduation exam, will need to participate in testing, and fill out a "waiver" application in late spring. Students who have completed Vocational Rehabilitation applications will meet with a counselor to discuss post-secondary services. Also, students should continue to lead their case conferences, and advocate for their needs.

Transition Requirements Checklist for Indicator 13

Q1: Is there evidence that the student was invited to the Transition IEP Team meeting where transition services were discussed?

Q2a: Can the goal(s) be measured?

Q2b: Will the goal(s) occur after the student graduates/transitions from school?

Q2: Based on the information available, does the post-secondary goal seem appropriate for this student?

Q3: Is there evidence that the measurable post-secondary goals were based upon an age-appropriate transition assessment?

Q4: Are the post-secondary goals updated annually?

Q5: Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?

Q6: Is (are) there measureable annual Transition IEP goal(s) that reasonably enable the student to meet his/her post-secondary goals?

Q7: Are there transition services in the Transition IEP that focus on improving academic and functional achievement of the student to facilitate their movement from school to post-school?

Q8a: For the current year, is there evidence in the Transition IEP that representatives of any of the following agencies/services were invited to participate in the Transition IEP development for this post-secondary goal?

Q8b: Was consent obtained from the parent or student (if student has reached the age of majority)?

Q8: For transition services that are likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that representatives of the agencies were invited to the Transition IEP meeting?

Q9: Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

INSTRUCTIONS FOR PRESENT LEVELS OF PERFORMANCE / EXISTING DATA

rvsd 10-16

CHECKLIST

The Indiana Department of Education [IDOE] continues to monitor our compliance of special education procedures and processes.

They have identified several areas where they indicated we fall short of their expectations and present levels information is increasingly being pointed out by parents as a problem area in our IEPs . They are asking for it to be more detailed and descriptive.

This information belongs under the sections of the IIEP labelled **Present levels of performance** and **Existing data**; following is a detailed description of the required contents of the present levels of performance for all IEPs we write.

Under **Progress Monitoring** the existing goals in the IEP must be listed followed by a report of the actual level of performance of the child either by listing a numerical measure of the child's mastery or by giving a detailed description/ list of skills the child does and does not know under that specific goal and benchmarks or objectives OR BOTH .

Present Levels MUST include current baseline data as to the level of the student's performance on any goal being proposed for the new IIEP as measured just prior to drafting the proposed IEP .

Example: "he can add single digits to sums of 10 at 95% accuracy, but cannot add 2 digits plus one digit numbers with sums up to 19 consistently and is currently at 40% accuracy": w/ o accurate baseline of what the child can do now, it is impossible to accurately predict what he/ she may progress to in the next 12 month period.

Without baseline information we are only guessing at a mastery level for the goal.

REQUIRED AREAS TO BE ADDRESSED IN EXISTING DATE [IE PLOPS & PROGRESS MONITORING]

Science

Social/Emotional/Behavioral

Math

Learning Strengths and Weaknesses

English

Communication

Reading

Specials performance [participation & behavior]

Medical

Learning strengths and weaknesses

_Please emphasize strengths: under strengths list only strengths anything anyone has to offer

_info may come from your observation

_other teachers' observations

_past evaluations

_class performance/ assignments/ and teacher tests

_student report / comments, likes and dislikes

_test performance, classroom and district wide/ statewide

_report present levels on any skill area directly addressed in recent goals and /or baseline data on proposed goals [exactly at what level is the child performing this skill now – must be measurable and reported as such]

Parent concerns

list whatever the parent has to say about their concerns regarding child's education

Speech/ lang / communication skill

_performance on any recent goals or baseline data on newly proposed or updated goals

_SLP will include information in this section, if relevant

_TOR needs to include information regardless of SLP report ; state your observations of performance or those of the gen ed teacher

_summary of how well others generally understand student's speech, classroom perspective

_ability to use vocabulary to express self to others [compared to same age peers]

_speak in complete sentences [compared to age peers]

_openness/reluctance to speak

_understanding what is said to him/her

Social/ emotional/ behavior

-data on specific observed behavior including frequency, duration , intensity

- _peer relationships and behavior with peers
- _relationships with adults and behavior with adults
- _following rules and routines of school
- _adapting to change
- _cooperation
- _attention to task
- _general moods
- _desire to conform/ do well
- _what behaviors are present, both good and bad, describe
- _things that seem to make behavior worse, if relevant
- _strategies that help to improve behavior

Vocational/ self help

- _task completion
- _being on time
- _having needed materials
- _turning work in on time
- _work ethic
- _participation
- _time on task /engagement in work
- _completion of homework
- _self-care skills, eg dressing, eating, if relevant
- _hygiene
- _ability to follow directions

_what tasks the student can perform independently

4

_ following routines

_ attendance

For students who are turning 14 or who will enter grade 9 while this IEP is in effect include the findings of 2 Employment Skills Assessments and an Independent Living Assessment . This must be done every year thereafter unless the first independent living skills assessment showed no needs in this area and this continues to be the case.

Academic performance

_report on each core area of achievement, NOT just those you teach

_include **description** of key skills the student has mastered and those not yet mastered, but being addressed ; include data you have collected on specific skills [and keep the data sources available in the child's binder]

_progress on each annual goal and objective or benchmark from the current IEP in **numerical** mastery terms as set out in the original goals and objectives or benchmarks

_description of the next skills the student should be moving into

_current grades in each subject the student is taking, reasons for grades if known, history of grades if relevant [previous semester, or year, especially if big change]

_whether student takes each subject currently in general education, special education direct, indirect or receives only consultation services

_for HS students current credit status

_ECA/ ISTEP/ IREAD scores including what the scores measure and student's score as well as passing range and whether this student passed or not

_other standardized test scores such as NWEA/Pearson reading curriculum tests, including what skill each one measures, and how these scores compare to grade expectations, any acronyms or abbreviated test names used should be spelled out the first time used and explained in the text so parent knows what the test score measures [a score such as "SRI lexile 300" means nothing to most parents, if not explained in the text, even a verbal explanation is not enough as they probably won't absorb all that info after hearing it once

Present Level of Academic Achievement and Functional Performance (PLAAFP) Examples

Example #1: Skill Area: Math (4th grade student)

Strengths:

Numeration and Place Value:

- Writing numbers from 1 to 1 million
- Rounding whole numbers to the nearest thousand

Weaknesses:

Numeration & Place Value:

- Read numbers from 1 to 1 million

Calculation.

- Add 3 columns of 5 numbers
- Subtract 4-digit numbers with 0s in the tens and hundreds place
- Add decimals with the same number of places.
- Subtract decimals with the same number of places.
- Estimate sums by rounding to the nearest 10
- Estimate differences rounding to the nearest hundred.
- Multiplication facts (0-12) with 35% accuracy at rate of 35 facts in 8 minutes, 23 seconds.
- Multiply a 3-digit number by a 1-digit number.
- Multiply a 2-digit number by a 2-digit number.
- Multiply a 3-digit number by a 2-digit number.
- Division facts with 15% accuracy at a rate of 34 facts in 2 minutes 30 seconds.
- Divide a 2-digit number by a 1-digit number.
- Divide a 3-digit number by a 1-digit number.

Problem Solving:

- Solve 4th grade word problems.

How the student's Disability affects his/her involvement in the general curriculum for the skill area:

The lack of math skills noted above causes _____ to be frustrated when working on classroom assignments. When working on these skills he/she gets off task and begins to interrupt other students who are working.

Parent/guardian input:

Parent/guardian has noticed several of the same concerns when _____ is doing homework. The parent/guardian has observed _____ purchasing an item for under \$5.00 and giving the clerk the correct amount of money.

Example #2: Skill area: Written Language

The following strengths were noted:

- Can write about personal experiences
- Can create complete sentences
- Capitalization:
 - o Follows rules of basic punctuation (the pronoun I, first word in a sentence, people's first and last names)

The following weaknesses were noted:

Ideas in Writing:

- Theme or topic does not consistently run through passages
- Ideas are not well developed and easily understood
- Topics not consistently supported by details
- Paragraphs do not reflect an organizational structure that provides for a natural flow of ideas
- Form of passages is not always appropriate for its purpose
- Language and tone are not consistently appropriate for intended audience
- Characters are not well defined by their traits
- Locations not well described

Writing Preparation, Production and Revision:

- Does not always independently select appropriate topics for writing assignments
- A realistic amount of time is not allocated to ensure a quality final product
- Written and oral passages not consistently equivalent in complexity and quality
- Written assignments not turned in on time

Grammar and Usage:

- Correct tense not always used and maintained throughout composition
- There is not consistent subject-verb agreement
- Possessives are not used correctly
- Grammatical errors are present
- Knowledge of grammar and syntax not age/grade appropriate

Writing Content:

- Vocabulary is not age/grade appropriate
- Does not distinguish word choices that are appropriate for informal vs. formal discourse

Capitalization and Punctuation:

- Does not consistently follow intermediate advanced rules of capitalization (ex., names of cities and states, titles when used with names, proper adjectives, names of organizations, first and important names in book and story titles)
- Does not consistently follow basic, intermediate, or advanced rules of punctuation (ex., period at the end of a sentence, period after abbreviations, comma to separate city from state, an apostrophe in a contraction, comma between day and the month of the year, a colon between numbers in an expression of time, etc.)

How the student's Disability affects his/her involvement in the general curriculum for the skill area

The lack of the written language skills noted above causes _____ to be below the academic level of his/her peers. He/she is unable to complete work in the allotted time and seems to give up and begin to daydream. Therefore, his/her grades are impacted by incomplete assignments.

Parent/guardian input:

Parent/guardian has noticed that _____ has had difficulty with writing skills since he/she was in lower elementary.

Example #3: Skill Area: Behavior

The following behavior **strengths** were noted:

- Volunteers to answer questions when familiar with topic
- Can concentrate on task if alone with the teacher
- Has a sense of humor
- Loves conversation, particularly retelling past experiences
- Enjoys and seeks social interaction with peers and adults

The following behaviors were noted as being observed *frequently*:

Hyperactive:

- Constant movement in desk

Poor Attention/Concentration

- Does not follow oral lessons
- Does not follow lessons on board or visual materials
- Rarely completes any assignments
- Daydreams
- Demands individual explanation of assignments
- Easily distracted from task by ordinary classroom stimuli (minor movement, noises)

Teacher indicates that _____ chews on his mechanical pencil frequently and disassembles it at inappropriate times. Teacher also states that _____ seems to be a target for some students to tease and pick on, and can have some difficulty interacting appropriately with peers in general. _____ has trouble focusing and attending to lessons in class, and will watch or observe peers instead. Teacher further comments that sometimes _____ will hit self in the hand when he/she is having difficulty following along on an assignment.

How the student's Disability affects his/her involvement in the general curriculum for the skill area: The frequent behavior noted above causes _____ to stand out negatively with peers. Peers tell him/her to "leave them alone". The behaviors displayed make it difficult for him/her to focus and attend to lessons in class. As a result, his/her assignments are not completed.

Parent/guardian input: Parent/guardian has noticed several of the same concerns at home especially when he/she is attempting to complete his/her homework.

Example #4: Skill Area: Reading Decoding

Strengths:

Reading and Decoding Skills:

- Short vowels in consonant-vowel-consonant words (ex., sip, let, cat)

Weaknesses:

- Consonant blends with short vowels (ex., stop, trap, quit)
- Short vowels, digraphs and -tch trigraphs (ex., when, chop, rich)
- R-controlled vowels (ex, harm, dirt, form)
- Long vowels (ex., tape, key, lute)
- Variant vowels (ex, few, down, toy)
- Low-frequency vowel and consonant spellings (ex., kneel, cent, type)

How the student's Disability affects his/her involvement in the general curriculum for the skill area: _____ reading decoding skills have resulted in him/her lagging behind his/her peers and becoming frustrated with him/herself when working on daily assignments. Teachers have reported that the lack of these skills have also caused _____ to struggle in other classes, such as science and social studies.

Parent/guardian input: The family has a set aside reading time once a week when they go to the city library. Recently _____ told his/her Mother/Dad that he/she did not want to check out any books because reading was too hard for him/her

Example #5: Skill Area: Reading Comprehension

Strengths:

Identifies main event from a short narrative text

Answers a what question about narrative text

Weaknesses:

Remembering what was read

Staying focused when reading

Describing 3 or more supporting events from a narrative

Answering inferential questions about a text

Summarizing what he/she has read in their own words

Understanding test questions

How the student's Disability affects his/her involvement in the general curriculum for the skill area: _____ poor reading comprehension skills have caused him/her to struggle with classroom assignments. He/she doesn't stay on task when reading is required in the classroom. He/she avoids reading classroom directions, which has caused him to complete worksheets and assignments incorrectly and fall behind his/her peers in the classroom.

Parent/guardian input: The family has said they have not been able to find reading material that _____ enjoys or will read on his/her own.

Example #6: Skill Area: Basic Reading

Strengths	Needs
Knows the letters of the alphabet	Recognizing sight color words
Knows the sound of beginning word consonants	Recognizing number words 1-10
Knows the sounds of short vowels	Sequencing a 2-4 picture group to tell a story
Attempts to sound out unfamiliar words	Recognizing rhyming words and patterns
Pretends to read	Identifying the first and last sound in a word
Recognizes sentences	
Follows print from left to right	
Participates in discussion about stories	
Recognizes upper and lower case letters	

How the student's Disability affects his/her involvement in the general curriculum for the skill area: _____ reading skill deficits cause him/her to dislike and avoid reading leading to inappropriate behaviors when engaged in reading activities

Parent/guardian input: Mother/Dad report that he/she doesn't want to pick out a book to have read to him before he goes to bed because reading is too hard and hurts his stomach. _____ will shut down and give up when they try to work on sight word flash cards.

Example #7: Skill Area: Articulation/Speech

Strengths:

- _____ uses fluent speech, complete sentences, relevant questions, appropriate grammar, and age level vocabulary in his conversational speech.
- _____ has appropriate volume, voice pitch, and nasal quality in his/her day-to-day speech.
- _____ can produce the following age-appropriate sounds: /m, n, p, t, d, k, g, f, v, h, w, y, l, and th/ sounds and /l/ blends in words, sentences, and in conversational speech.

Weaknesses:

- _____ has sound errors present on the /s, z, sh, ch, j, and r/ sounds, and /r, and s/ blends in words

How the student's Disability affects his/her involvement in the general curriculum for the skill area: _____'s articulation errors noted above cause his/her speech to be difficult to understand when reading aloud and when talking to peers. _____ is asked to repeat what he/she said and sometimes he/she seems embarrassed to say the sentence again.

Parent/guardian input: _____ shies away from talking when around strangers because he/she is afraid of not being understood.

Example #8: Skill Area: Adaptive behavior

Strengths.

Communication:

- States her own telephone number (Parent)
- Says irregular plural nouns, such as knives and mice (Teacher)

Community Use:

- States which bus is taken to school (Teacher)

Functional Academics:

- Finds someone's number in the phone book (Parent)
- Uses a dictionary or encyclopedia to find information (Teacher)

Home/School Living:

- Cooks simple foods on the stove (Parents)
- Takes correct books and supplies home for homework (Teacher)

Health and Safety:

- Carries breakable objects safely and carefully (Parents)
- Asks to see school nurse or other school official when hurt or ill (Parent, Teacher)

Leisure:

- Participates in a specific fun activity on a routine basis (Parent)
- Participates in a club, sports team, or organized group activity when arranged by a teacher or parent (Teacher)

Self-Care:

- Cuts own meat or other foods into bite-sized pieces (Parent)
- Ties own shoes (Teacher)

Self-Direction:

- Puts school work over leisure activities (Parent)
- Returns on time when requested back in the classroom (Teacher)

Social:

- Compliments others for good deeds or behavior (Parent)
- Congratulates others when something good happens to them (Teacher)

Weaknesses noted include:

Communication:

- Paying attention during family discussions for as long as needed (Parent)
- Nodding or smiling to encourage others when they are talking - she just stares at the speaker (Teacher)

Community Use:

- Looking both ways before crossing a street or parking lot (Parents)
- Finding restroom in a public place (Parent)
- Stating general address of a travel destination, such as "On Washington Avenue, near Lake Street (Teacher)

Functional Academics:

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- Stating days of the week in order (Parent)
- Reading and obeying common signs, such as Do Not Enter, Exit, Stop, etc. (Parent)
- Following a favorite interest or current event by reading newspapers, books, or other materials (Teacher)

Home/School Living:

- Cleaning room or living quarters regularly (Parent)
- Dusting furniture until it is clean (Parent)

Health and Safety:

- Showing caution around hot items (Parent)
- Calling for help if someone is hurt at home (Parent)

Leisure:

- Participating in an organized sport or hobby, such as music lessons or basketball (Parent, Teacher)
- Organizing game or activity at school for a group of classmates without help from others (Teacher)

Self-Care:

- Closing and locking door before using public restrooms (Parent)
- Having clean hair and being clean when arriving at school (Teacher)
- Teacher notes self-care is one of student's biggest areas of need.

Self-Direction:

- Stopping fun activity without complaint when told time is up (Parent)
- Asking for help from teachers or authority figures when difficult problems come up (Teacher)

Social:

- Saying "thank you" when given a gift (Parent)
- Stating when others seem happy, sad, scared or angry (Teacher)

How the student's disability affects his/her involvement in the general curriculum for the skill area: _____ adaptive skill deficits have affected him/her in being able to participate in the same activities as his/her peers. They also prevent him/her from being independent like his/her peers during classroom activities/lessons.

Parent input: Parent/guardian is particularly concerned about safety issues, which are continually being worked on at home.

Example #9: Skill Area Reading Readiness: (age 4.9)

Strengths

- Recognizes environmental print (where to eat, candy, cereal)

Weaknesses:

- Unable to recite any of the alphabet

- Unable to match any letters of the alphabet
- Unable to identify any letters of the alphabet

How the student's disability affects his/her participation in appropriate activities: _____ is lagging behind his/her average peer with reading readiness skills. The lack of these skills makes playing games and singing songs with the alphabet difficult for him/her.

Parent/guardian input: Parent/guardian notes that _____ does not sing the alphabet song at home and that he/she likes books about animals.

Example #10: Skill area: General Knowledge (age 3.5)

Strength

General Knowledge:

- Body parts (receptive)-feet, ears, head, legs, arms, fingers, teeth, toes, neck
- Body parts (expressive)-eyes, nose, mouth, hair, feet, ears, legs, arms
- Colors (matching)-red, blue, green, yellow
- Shapes (matching)-circle, square
- Quantitative concepts-one/one more

Areas of Difficulty

General Knowledge:

- Does not know where tongue or thumb are located
- Does not name head, fingers, or thumb
- Does not know the use of a chair, car, bed, houses, pencils, dishes, coat
- Does not describe actions depicted in books
- Does not point to the colors red, blue or green
- Does not point to or name circle, square, triangle, or rectangle
- Cannot classify the animals, toys, means of travel
- Does not know what to do in different situations, such as when you are sleepy, are cold, are tired, are hungry
- Does not identify parts of a book, such as words, title, front, back

How the student's disability affects his/her participation in appropriate activities: _____ is lagging behind his/her average peer in general knowledge skills. The disability makes it difficult for him/her to follow directions during circle time.

Parent/guardian input: Parent/guardian notes that _____ does not like to do any sit down activities. This is _____ first year in preschool.

Example #10 Autism (5-year-old)

Reading Skills

Strengths

- Turns the pages in a book from to the left
- Looks at a book or pictures in a book from left to right

Needs

- Cannot identify upper or lowercase letters
- Cannot make the sounds of letters
- Is unable to match words with pictures

Math Skills

Strengths

- Can receptively identify or label some, same, and different
- Can get up to 2 items when requested

Needs

- Is unable to count objects with prompts
- Cannot name numbers
- Does not understand concepts of more, less, all, none

Writing Skills

Strengths

- Marks on paper

Needs

- Cannot color between lines
- Cannot copy curved lines

Adaptive Functioning

Strengths:

Personal:

- Drinks from a cup or glass
- Eats with a fork and spoon
- Wipes or blows nose, when needed
- Brushes teeth
- Washes face and hands

Home/Classroom:

- Shows caution around hot, sharp, or other dangerous objects
- Follows general safety rules
- Puts personal possessions away
- Differentiates between clean and dirty clothing

Community:

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- Buckles own seat belt
- Stays with adult or group in public places
- Knows who is a stranger and who is not
- Knows not to talk to strangers

Needs:

Personal:

- Cannot cut meat or other food into bite-sized pieces
- Does not cover mouth when coughing or sneezing
- Does not bathe and dry self
- Is not toilet trained during the day or night
- Puts shoes on the wrong feet
- Is unable to dress self
- Cannot tie shoes
- Dresses appropriately for the weather

Home/Classroom:

- Does not clean up area when finished with a work or play activity
- Does not wipe up spills
- Unable to clear the table after a meal/cannot clean area and dump lunch tray
- Unable to help with preparation of foods that do not require cooking
- Cannot safely cook food in the microwave

Community:

- Does not look both ways before crossing a street
- Does not know how to dial 911
- Is unable to locate the proper bathroom for his gender in a public place

Expressive Language

Strengths

- Able to make a variety of spontaneous vocalizations
- Spontaneously says at least one word per hour
- Spontaneously says an average of one phrase per day
- Occasionally adds "s" to the end of a word as appropriate
- Occasionally indicates negation when appropriate

Needs

- Exclusively uses one-word phrases
- Does not use verbs or articles
- Does not use past tense
- Does not spontaneously make requests
- Does not engage in conversation
- Does not imitate sounds on request
- Cannot imitate initial sounds of words

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Receptive Language

Strengths

- Follows instructions to select one reinforcing item from two objects
- Can select an object named by the instructor from an array of two common objects

Needs

- Requires prompts to respond to own name
- Does not follow instructions to touch a common item held in various positions
- Needs intensive training to acquire new selection skills

Behavior

Strengths

- Generally happy and in a good mood
- Is not picked on or bullied by other children
- Gets along well with adults and children
- Stays still for as long as needed
- Does not complain about physical symptoms
- Controls temper
- Does not seem to worry excessively

Needs

- Does not attend to teacher during small-group instruction
- Does not attend to other students in a group
- Does not consistently follow group instructions
- Does not work independently on academic activities
- Does not complete tasks independently and bring work to teacher
- Inconsiderate of others' feelings
- Has difficulty sharing readily with peers (toys, treats)
- Prefers to play alone (solitary)
- Fidgets and squirms excessively
- Does not like to play with other peers

How the student's Disability affects his/her involvement in the general curriculum for the skill area His/her lack of language skills does not allow him to participate in all areas of the general education curriculum. His/her social skills deficits prevent him from interacting with his/her peers during group activities. Therefore, he/she experiences difficulty forming friendships. The student often becomes frustrated when asked to transition from one activity to another.

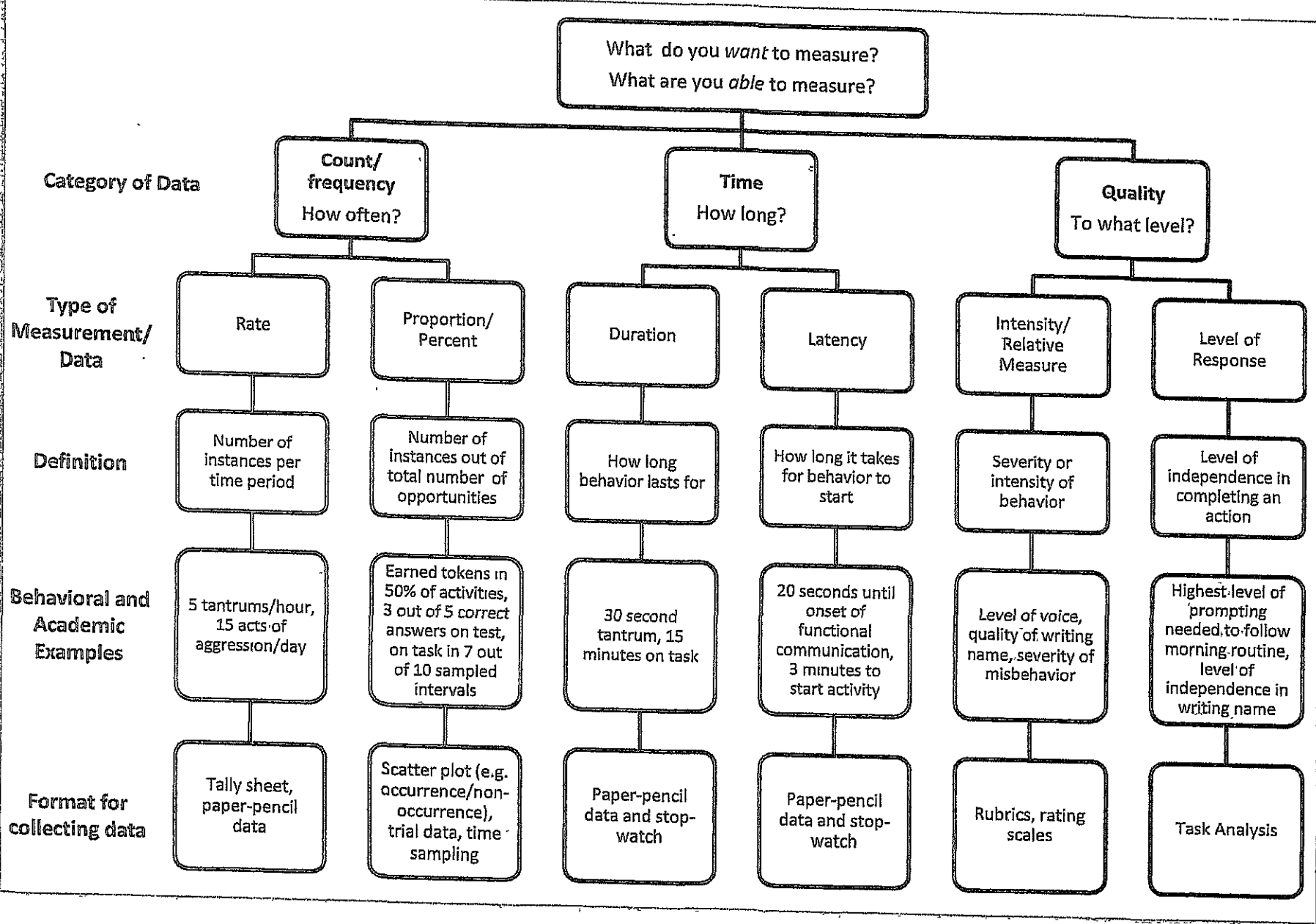
Parent/guardian Input: The student does not interact with family members at home and parent/guardians state they help _____ with many routine tasks.\



Observation a closer look

Type	Description	When to Use	Pros/Cons	Examples
Event Recording	A tally of frequency of a target behavior.	When target behavior can be easily counted,	Easy to do BUT Not helpful if frequency or duration are too high.	Unassisted self-care, leaves seat, raises hand,
Duration Recording	Length of time engaged in a target behavior.	To determine how long behavior occurs; rate of behavior is too high for event recording	Can provide duration and frequency of behavior BUT Usually need an outside observer,	On task, length of tantrum, sustained eye contact,
Latency Recording	Length of time from request to performance of target behavior.	When behavior has a clear beginning	Tells how long it takes for a behavior to begin BUT need means of recording time and outside observer	Beginning or ending a task, returning to classroom after lunch,
Interval Recording	Records when a target behavior occurs in a given time interval.	Useful for estimating the number of occurrences; for high frequency behaviors	Helps identify patterns of behavior BUT provides an estimate, requires undivided attention	Working on an assignment, swearing,
Scatter Plot	Interval recoding that reveals patterns of behavior and specific time periods.	Useful for looking for patterns across a period of time	Creates a visual display of data BUT May need an outside observer	Appropriate responses across learning tasks, appropriate behavior on playground
ABC charts	Target behavior is recorded along with antecedents and consequences.	Useful for identifying stimuli for targeted behavior, or for non-occurrence of behavior	Provides descriptive information about behavior and environment BUT May require multiple observations to collect enough data	Following directions, argumentative responses, work completion

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Data Collection Decision Tree

Data Collection Methods

Categories of Measurement	Potential Academic Skills to Be Measured	Potential Behavioral Components to Be Measured	Potential Functional Skills to Be Measured	Format/Structure for Taking Data
Percent/Proportion Number of instances out of total number of opportunities	Number correct out of total problems complete on worksheet, number of total steps in a task completed accurately, percent errors on an informal reading inventory	Number of days without response cost out of total number of days, number weeks in suspension out of total number weeks, percent intervals with aggression	Number times made choice out of total opportunities, time engaged with peer out of total time	<i>Trial Data</i> (e.g., number of correct trials out of total trials) <i>Scatterplot</i> (e.g., percent of activities with problem behavior) <i>Time Sampling</i> (e.g., number of intervals with behavior out of total number intervals sampled)
Rate Number of instances per time period	Reading rate, number of errors per activity	Tantrums, aggression, disruptions, negative vocalizations and other maladaptive behaviors per day, number tokens earned/day, number of incident reports/month, number of times reminded/day	Number friends talked to per day, rate of initiated game play	Paper-pencil data collection system (can design own data sheet)
Level of Response Level of prompting/independence in completing an action	Level of independence in writing name, highest level of prompting needed to complete a task, level of support needed to complete each step of a task	Level of prompting needed/independence to keep hands to self	Level of prompting/independence to follow morning routine, independence buying groceries, level of prompting to complete snack/art activity	Task Analysis
Intensity/relative measure Severity or intensity of behavior	Quality of writing name, degree of difficulty of words used in a sentence	Severity/intensity of misbehavior (e.g., SIB, tantrums), perception of misbehavior, relative times in time out (0-2), (3-5), (>5)	Quality of social interaction, level of voice	Rubrics Rating Scales
Duration How long behavior lasts for	Time on task, duration of attending, time to transition between activities	Tantrum, on-task behavior	Time engaged in play, behavior/conversation, duration of continence	Paper-pencil data collection system (can design own data sheet) Stopwatch
Latency How long it takes for behavior to start	Time to start activity	Delay to onset of negative behavior	Delay to onset of functional communication	Paper-pencil data collection system (can design own data sheet) Stopwatch



Which Data Collection Method Should I Use?

Sample Goals and data collection methods as submitted by Indiana Educators

Permanent Products-

Student will follow a schedule by placing a picture of completed activity in "done" basket

Given a reading passage from literature student will consistently identify examples of figurative language, explain the meaning, and offer different perspectives from sample passages... (Work product)

Student will decrease aggressive behaviors towards peers, adults, or property to less than (#) incidents per month (review of referral documentation)

Student will complete forms by writing personal information (completed forms)

Student will solve story problems with computation of rational numbers with (**percentage**) accuracy (completed worksheet)

Student will respond to who and what questions with an on topic response- (videotaped)

Curriculum-based Assessments -

Given a reading passage from literature student will consistently identify examples of figurative language, explain the meaning, and offer different perspectives from sample passages

Student will solve problems involving 4 operations to (**percentage**) of accuracy

Student will solve story problem with computation of rational numbers with (**percentage**) accuracy

Student will improve reading fluency by counting (#) of words read correctly per minute



Checklists-

Learn signs for 5 emotions and 10 basic requests, 1 sign per 2 weeks

Student will produce / (sound)/ in all positions with **(percentage)** accuracy

Student will correctly produce /(sound) / in all positions of words, within conversation, in (#) of (#) instances

When asked, student will recite name, address, and phone

Student will solve story problems with computation of rational numbers with **(percentage)** accuracy

Student will increase organization skills as demonstrated by completing and turning in **(percentage)** of all assignments.

Student will demonstrate through sign an accurate use of the words that reference time

Student will write a sentence starting with a capital and ending with a period.

Interviews-

Student will demonstrate and describe the process they use for multiplying two digit by two digit whole numbers.

When asked, student will recite name, address, and phone

Student will identify the level of personal stress on a scale of 1-5

Self-Reporting-

Student will initiate student –teacher conferences monthly to discuss academic progress with Teacher of Record (student agenda/planner)

Student will uses learned strategies to remain seated 15 minutes at a time during individual work sessions (chart or data folder)

Student will solve story problems with computation of rational numbers with 70% accuracy (student data folder)

Student will keep a daily journal of stressful events at school



Observations-

Student will maintain seated behavior for (#) minutes out of a total of (#) min. therapy session. (Event Recording, Duration Recording)

Learn signs for 5 emotions and 10 basic requests, 1 sign per 2 weeks (event recording, interval recording, scatter plot)

Student will decrease aggressive behaviors towards peers, adults, or property to less than (#) incidents per month (Event Recording)

Student will correctly produce / (**sound**)/ in words in the classroom with (**percentage**) accuracy (event recording, time sample)

Student will increase organization skills as demonstrated by completing and turning in (**percentage**) of all assignments (event recording)

Student will respond to what and who questions with an on-topic response (event recording, latency recording)

Student will demonstrate through sign an accurate use of words that reference time (event recording, scatter plot)

Student will use learned strategies to remain seated (#) minutes at a time during individual work sessions (Duration recording, event recording)

Student will correctly pronounce target sound when given (#) picture cards. (Event recording)

Progress Monitoring

Name:

Teacher:

[illegible]

~~XS~~ AMPLE ~~*~~

Progress Monitoring

Name:

Teacher:

Goals	Monday	Tuesday	Wednesday	Thursday	Friday
Comprehension	%				
Fluency	WPM				
Fry Words	%				
Computation +	%				
-	%				
x	%				
÷	%				
Problem Solving	%				
Behavior	✓ + -				

Name: _____

Objective: _____

Criteria: _____

(Complete at least 3 trials of the objective before coding)

4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
Date									
Initials									
Area									
Comments:									

4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
Date									
Initials									
Area									
Comments:									

4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
Date									
Initials									
Area									
Comments:									

4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
Date									
Initials									
Area									
Comments:									

SDI	
1	
2	
3	
4	
5	
6	
7	
8	
9	

0=Resisting or 0=_____

1=Physical/Model or 1=_____

2=Verbal or 2=_____

3=Gestural Cue or 3=_____

4=Independent or 4=_____

TRIAL RECORD

Name: _____ Domain: _____

Goal: _____

Obj.: _____

[illegible]

Completing Multi Step Task

Name: _____

Goal:

Criteria:

Date	Task	Step 1	Step 2	Step 3	Step 4	Step 5
	Familiar Task.					
	Student Performance:					

Date	Task	Step 1	Step 2	Step 3	Step 4	Step 5
	Familiar Task					
	Student Performance:					

Date	Task	Step 1	Step 2	Step 3	Step 4	Step 5
	Familiar Task:					
	Student Performance:					

Date	Task	Step 1	Step 2	Step 3	Step 4	Step 5
	Familiar Task.					
	Student Performance:					

Date	Task	Step 1	Step 2	Step 3	Step 4	Step 5
	Familiar Task					
	Student Performance:					

TASK ANALYSIS DATA SHEET

Student:

Class/Subject/Location:

TASK:

TASK:

SEQUENTIAL STEPS	STEP COMPLETED (see key)	OTHER COMMENT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

SEQUENTIAL STEPS	STEP COMPLETED (see key)	OTHER COMMENT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

KEY:

+ = correct
- = incorrect

I = independent

V = verbal prompt

PP = gesture or physical prompt

VP = visual prompt

(Name)'s Score Card

Week/Date	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Key: (Numbers circled above indicate skill demonstrated—change criteria to match goal target)

1 - Showed Self Control

2- Controlled Talking

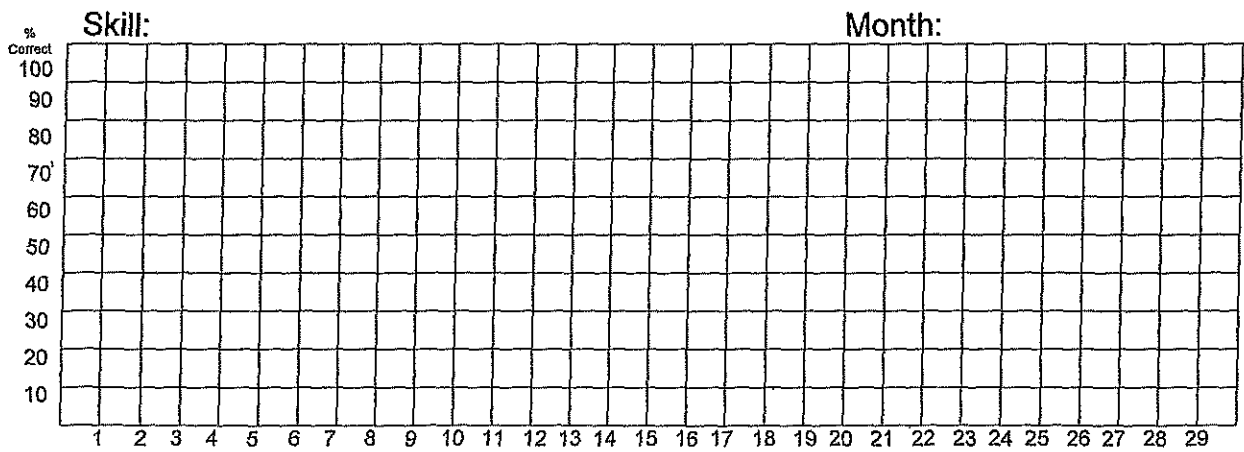
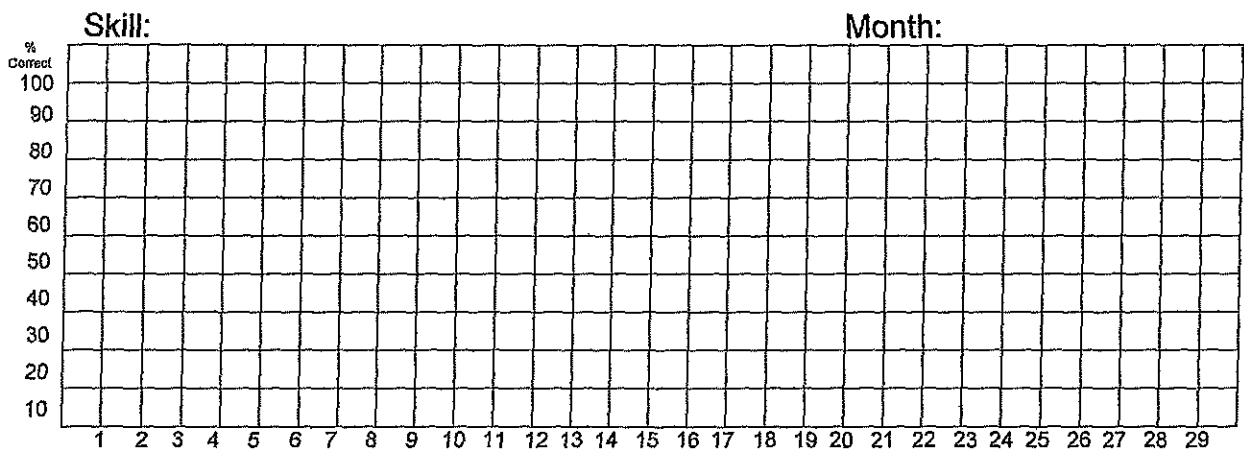
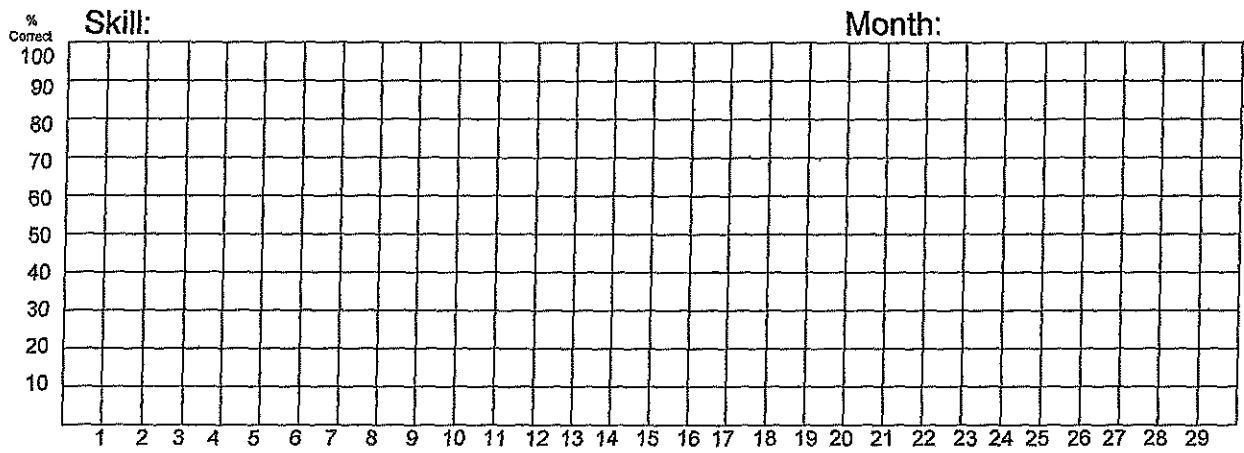
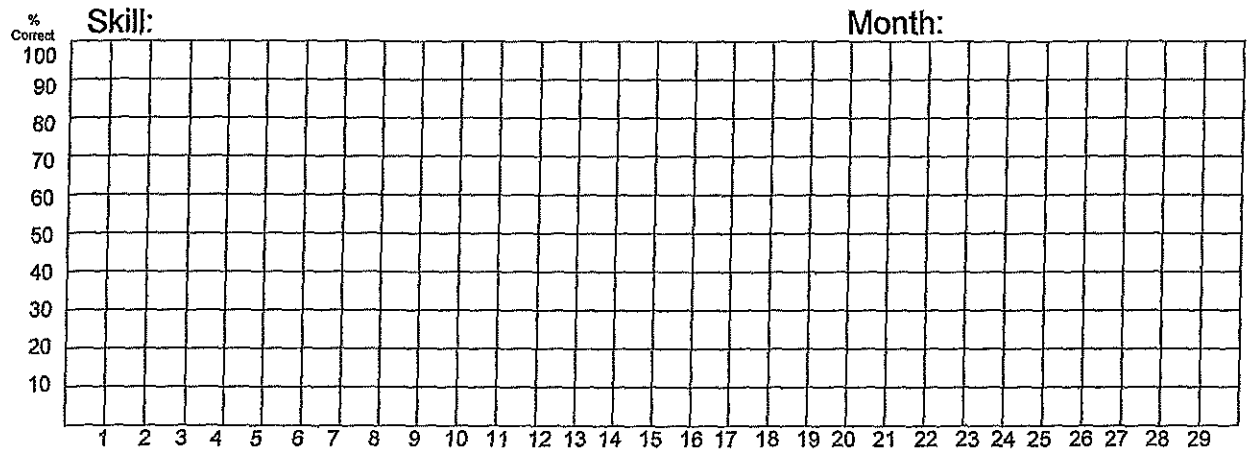
3- Completed Tasks

4 - Showed respect for peers, property, teacher

5- Kept materials/self/work organized

Student _____ Target Behavior _____

[illegible]



Latency Recording Sheet

(Used to record the amount of time between an instruction or prompt and the initiation of a behavior)

Student: _____

Behavior: _____

Start recording immediately after instruction or prompt is given. Stop recording when the student begins the behavior.

☐ Baseline

Intervention

[illegible]

Notes:

Interval Recording Sheet

(Used to estimate length of time engaged in a behavior or instances of a behavior)

Student: _____ Interval Length (in seconds): _____

Behavior: _____

☐ Baseline

☐ Intervention

Observation Date: _____ Beginning Time: _____ Ending Time: _____

Observation Date: _____ Beginning Time: _____ Ending Time: _____

Observation Date: _____ Beginning Time: _____ Ending Time: _____

Observation Date: _____ Beginning Time: _____ Ending Time: _____

How to Record:

- "Partial-Interval" Recording: Mark a plus (+) if the behavior occurred at any point during the interval; record a minus (-) if the behavior did not occur at any point during the interval.
- "Whole-Interval" Recording: Mark a plus (+) if the behavior occurred throughout the entire interval; record a minus (-) if the behavior did not occur throughout the entire the interval.
- Scoring: calculate the percentage of possible intervals that the behavior occurred (ex. 50/60 = 83%)

Notes:

GENERAL DATA TOOL

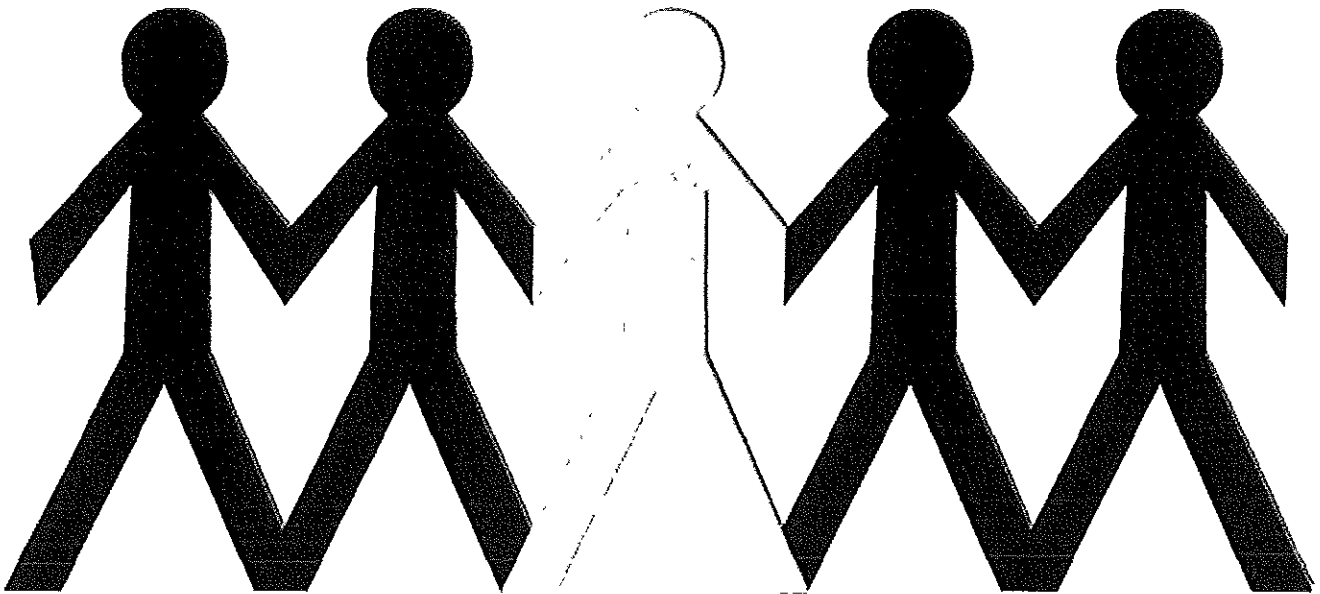
Name: _____

Goal: _____

[illegible][illegible][illegible]

Behavioral Intervention Guide

*Addressing Student Behavior:
A Positive Approach*



*Conducting Functional Behavioral Assessments and
Developing Positive Behavior Intervention Plans*

Purpose of the Guide

The purpose of the following information is to provide some ideas on interventions and strategies to include in the Positive Behavior Intervention Plan (PBIP). This guide was written for the team to use when developing the PBIP. These strategies are not meant to be comprehensive or exclusive of other strategies/interventions. They simply represent a set of ideas that could be elaborated and modified for each individual student's behavior. Remember, the interventions chosen for the PBIP should correspond with the function of behavior (e.g., if a student's behavior is attention seeking, the team should choose interventions such as delivering attention only for appropriate behavior and withholding attention for inappropriate behavior).

The contents of this guide include:

- Prevention Strategies
- Teaching Appropriate Behavior
- Increasing Appropriate Behavior (Reinforcement)
- Decreasing Inappropriate Behavior
- Descriptions of Behavioral Interventions (Alphabetical Order)
- Strategies for Effective Behavior Management
 - Do's and Don'ts of Behavior Management
 - Common Problems and Helpful Hints
 - Delivering Effective Commands

Note: Strategies with an asterisk (*) are described or defined in the "Descriptions of Behavioral Interventions" section of this guide.

Prevention Strategies

AVOID CERTAIN TRIGGERS

- Avoid large or noisy crowds
- Avoid long delays
- Avoid repetitive tasks (e.g., writing out spelling tasks)
- Avoid power struggles*
- Avoid long periods of desk work
- Avoid seating arrangements next to instigating peers
- Avoid negative language, such as “no” or “stop”
- Avoid reprimands
- Avoid talking about the student’s problem behavior in their presence

MODIFY CURRICULUM AND INSTRUCTION

- Curriculum Adjustments*
 - Appropriate and motivating curriculum*
 - Adjust the amount of assignment given to the student at once
 - Adjust the difficulty of the assignment
 - Intersperse difficult assignments with easier assignments
 - Break assignments into manageable sections*
 - Modify task length*
 - Assign tasks that require active participation
 - Assistive technology devices or services*
 - Allow for “do-overs”*
 - Personal interests used for motivation*
 - Provide extra time to complete assignments
- Instructional Adjustments
 - Shorten the instructional lesson
 - Instructional Pacing*
 - Change voice intonation
 - Peer assisted instruction
 - Direct instruction
 - Increased academic learning time*
 - Student follow-up*
 - Student maintains a planner for assignments
 - Specific, or modified, instructions*
 - Limited number of instructions provided at once
 - Multiple modes of instruction (visual, auditory, hands-on)
 - Increase reinforcement quality of classroom*
 - Increase frequency of task related recognition*

ENVIRONMENTAL ENGINEERING*

- Post all classroom rules and daily schedules in prominent locations*
- Preferential Seating *
- Needed materials are easily accessible
- Rearrange the room or furniture
- Create separate or designated work areas
- Quiet areas*
- Change the lighting
- Adjust sounds (e.g., volume of music, voice volume)
- Minimize or eliminate distracting materials*
- Play music*

PROVIDE STRUCTURE

- Set clear expectations and rules*
- Preview rules and behavioral expectations*
- Structured daily schedule*
- Visual schedule*
- Preview schedule*
- Preferred activities scheduled in daily routines
- Schedule adjustment*
- Non-preferred activities scheduled among preferred activities
- Student involved in planning
- Planned activities for transition times*
- Routines or signals to prepare for transitions
- Minimize down times*
- Predictability*
- Structuring non-instructional periods, including recess

PROVIDE STRATEGIES TO INCREASE COMPLIANCE

- Behavioral momentum*
- Offer choices*
- 5-10 second compliance time window*
- Effective commands*
- Prompting*
- Precision requests*
- Proximity control*
- Quiet start requests*
- Allow flexible seating positions (e.g., stand, sit on knees)
- Systematic prompting (if age-appropriate)*

DESIGN SOCIAL SUPPORTS

- Positive peer role models*
- High rates of positive responses*
- Peer mentor/tutor opportunity*
- Peer involvement and influence*
- Progress Reports*
- Parent-Teacher Communication System*
- Monitoring *
- Personal Connection with Student*
- Participation in extracurricular activities*
- Positive peer reporting*
- Transition supports*
- Meaningful work projects*

PROMOTE SELF-REGULATION

- Allow the student to take frequent breaks during difficult work activities
- Provide time alone or time to regroup after a negative event
- Self-monitoring*

Teaching Appropriate Behavior

REPLACEMENT BEHAVIORS

These are communicative alternatives that provide an immediate mechanism for the student to meet their needs. The important part of this intervention is that the team must know the function of the behavior in order to teach an effective replacement skill.

- **Functional Communication Skills***
[Verbal & non-verbal (cues, signs, picture cards)]
 - Asking for attention
 - Raising hand
 - Asking for help
 - Requesting an item or activity
 - Asking questions
 - Seeking peer help
 - Requesting a break
 - Request to leave a situation (e.g., "I want to be by myself for awhile")
 - Requesting an alternative activity
 - Appropriately communicating a protest response
 - Negotiating a start time for a task
 - Alternative behaviors for sensory feedback*
 - Requesting movement (e.g., stretch break, squeeze stress ball, move to an empty desk, stand while working, sit on an exercise ball, go for a walk, etc.)
- **Social Skills***
 - Appropriate rejection/Ignoring*
 - Appropriately initiating social interactions (e.g., "Play with me")
 - Socially appropriate play behaviors
 - Suggesting an activity
 - Sharing
 - Waiting for a turn
- **Incompatible behavior***
 - Teaching a student to sit in a chair instead of lie on the floor.
 - Giving a student something to hold or do with his hands to avoid self-injury or other disruptive behavior
 - Sitting with hands folded in lap instead of poking or pinching peers
- **Identify appropriate settings for the behavior ***

OTHER ALTERNATIVE BEHAVIORS

These are skills that teach the student to cope with or tolerate difficult situations. They also alter problem situations and prevent the need for problem behaviors.

- **Organizational skills to reduce frustration**
- **Social skills to increase appropriate peer interactions***
- **Problem Solving skills***
 - Conflict resolution
 - Choice making
- **Tolerance skills***
 - Longer wait times for teacher attention
 - Ignoring instigating peers
 - Delays to get the reinforcer (e.g., waiting for an activity)*
 - Appropriately dealing with peer accusations
 - Walking away from fights
 - Accepting "no"
 - Accepting consequences*
- **Self-management/Coping skills***
 - Breathing exercises
 - Time to vent about frustrations
 - 5 minute walk
 - "Calm down" break*
 - Relaxation strategies
 - Positive self-talk*
 - Self-initiation activities to prevent boredom
 - Behavioral self-control*
 - Anger management*
 - Self-monitor occurrences of behavior*

TEACHING STRATEGIES

- Direct Instruction*
- Modeling*
- Incidental Teaching*
- Practice opportunities*
- Natural opportunities*
- Role-play*
- Verbal reminders*
- Non-verbal reminders*
- Verbal rehearsal*
- Visual strategies*
- Monitoring checklist*
- Task analysis*
- Chaining*
- Shaping*
- Prompting*
- Stimulus cueing*
- Errorless learning*
- Fading*
- Scripts*
- Social skills training*
- Social stories/Comic book conversations*
- Behavioral learning games
- Use of manipulatives*
- Functional communication training (FCT)*
- Technology device instruction*
- Curricular integration*
- Teaching interaction*
- Behavioral self-control training (BSC)*
- Integrate curriculum into music*
- Momentum training with relaxation strategies*
- Self-management*

Increase Appropriate Behavior

TYPES OF REINFORCERS (with examples)

- Specific verbal praise*
- Social interactions
 - 1:1 conversations with certain people
 - Talking about their interests
 - Social time with friends
 - Being able to talk during lunch
- Appropriate touch
 - High five
 - Pat on the back
 - Hug – if appropriate
- Materials/Tangible items
 - Stickers
 - Toys
 - Books
 - Pencils
 - Notebooks
- Edibles (e.g., food)
- Activities
 - Computer time
 - Assist with morning announcements
 - Extra 5 minutes of recess
- Privileges
 - Line leader
 - Visit a teacher or school personnel
 - Run office errands
 - “No homework pass”
- Positive referrals*
- School-wide recognition*
- Leadership roles/Responsibility

REINFORCEMENT PROCEDURES

- Behavior contracts*
- Academic contracts*
- Chaining*
- Positive Reinforcement*
 - Differential Reinforcement of Appropriate Behavior*
 - Differential Reinforcement of Other behavior*
 - Differential Reinforcement of Low rates of behavior*
 - Differential Reinforcement of High rates of behavior*
 - Differential Reinforcement of Incompatible behavior*
 - Differential Reinforcement of Communicative behavior*
- Goal setting*
- Home-school reinforcement system*
- Mystery motivator*
- Group reinforcement contingency*
- Observational learning*
- Individualized reward system*
- Token economy*
- Premack Principle*

Decreasing Inappropriate Behavior

PROMPTS/REDIRECTION

- Redirection*
- Verbal prompt*
- Visual reminder (sign or picture)
- Gestural prompt (pointing or using a hand signal)*
- Physical prompt (slight touch on the shoulder, gentle guidance)
- Corrective feedback*
- Teacher restates expectations to the student
- Verbal rehearsal*
- Rules Review*
- Contingent observation*

WITHHOLDING ACCESS TO CONSEQUENCES THAT MAY PROVIDE THE “PAY-OFF” FOR THE BEHAVIOR

- Extinction*
 - Planned Ignoring*
 - Eliminate Audience*
 - Peer Ignoring*
 - In-class time-out*
- Follow through*

ENVIRONMENTAL ARRANGEMENTS

- Change seating arrangements
- Rearranging the room or furniture
- Moving the student closer to the teacher
- Move the student away from instigating peers
- Provide a barrier between students
- Eliminating distracting items in the classroom
- Provide organized places for materials and assignments

THE PROBLEM BEHAVIOR PERSISTS DESPITE LEAST RESTRICTIVE INTERVENTIONS

- Conference with student
- Parent contact (e.g., phone, e-mail, notes)
- Parent conference
- Offering the student choices
- Reflection center*
- Response cost*
- Detention
- In-school suspension
- Restitution*
- Positive Practice*
- Peer consequences*
- Reflective essay*
- Required relaxation*

Descriptions of Behavioral Interventions (Alphabetical Order)

5-10 second compliance-time window

After a request is made, allow the student a 5-10 second time window to follow through with compliance.

Academic contracts

This involves establishing a written contract for grades between adult (teacher) and student. Example: The teacher and student agree that for each reading test grade above a "C", the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form prior to the test and signed by both teacher and student.

Accepting consequences

The student tolerates or accepts the natural and/or artificial consequences given to the student for positive or negative behavior.

Allow "do-overs"

This intervention will help to reduce stress induced behaviors of students who do not believe in their ability to do assignments. If they are allowed to "re-do something" when they have attempted an assignment the inappropriate and anxious behaviors may be eliminated. Example: A female student gets nervous each time there is a math quiz and during the third math quiz of the semester she refuses to do it and "shuts down" by putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later on that week.

Alternative behaviors for sensory feedback

Attempt to find a less distracting behavior that serves the same sensory purpose. Examples: A student who taps their pencil can squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Anger management

Helping the student recognize when they are being "pushed to the limit" and/or getting frustrated. It is possible to use a set curriculum to teach these skills (access school guidance counselor).

Appropriate and motivating curriculum

This refers to a curriculum which challenges students while enabling them to achieve success. A curriculum too difficult or easy is likely to increase inappropriate behavior. To use the appropriate curriculum, the teacher must know the level at which their students are functioning. Make adjustments to the curriculum to better fit the student's abilities, while still maintaining the integrity of the curriculum. Examples:

- **Pre-K»** Mr. Peabody makes the concepts being taught relevant to young children's interests by using colorful and engaging pictures to supplement his verbal explanations.
- **Elementary»** Maria is given independent reading materials at the reading level identified by her teacher as "instructional" or "easy" for her, never at her "difficult" level. She successfully reads these, improving her fluency.
- **Secondary»** Mr. Practical structures skill building in his ninth grade math classes around real life events such as balancing a checkbook and saving for a car. This provides his students with the opportunity to relate the skills they are learning to their own lives.

Appropriate rejection/ignoring

This refers to a socially acceptable behavior to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Assistive technology devices and services

This refers to any item, piece of equipment, or product system used to increase, maintain, or improve functional capabilities of students with disabilities. Consider the need for assistive equipment that elicits success and motivation, such as large print material, laptop computer, or augmentative communication devices required by the student to make progress on IEP goals.

Examples:

- Mr. Taylor teaches Emily to use a communication board. By pointing to the letters to spell "I need some water," she gets a drink without having a tantrum.
- Mr. Rapidity leaves material on the overhead projector for an extended period of time for students who have a difficult time keeping up with the pace of lecture presentations.

Avoiding power struggles

Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle, neither the teacher nor the student wins. The teacher often loses valuable teaching time due to the confrontation and the student's behavior usually worsens. Avoid power struggles by following these guidelines:

1. Obtain students attention.
2. Make eye contact.
3. Offer choices or state clearly what you need the student to do.
4. Walk away from situation.
5. Ignore attempts by student to further engage you.

Behavior contracts

This is a written contract agreed upon by the teacher and student or possibly the parent and student, specifying an appropriate behavior and a motivating reinforcer that the student may earn when he/she displays the behavior. The contract is signed by all parties who are participating in the contract (student, teacher, parents, etc.). For preschool, an informal verbal contract is appropriate. Remember, contracting involves a delay or interval before a primary reward is given, which can result in decreased responding if the interval is too long. Positive consequences should be included in a well-balanced contract. Examples:

- **Pre-K»** The teacher says to Kelly, "If you pick up the toys, then you get to pass out the snack today."
- **Elementary»** Gavin and his teacher have developed a behavioral contract that states: If Gavin completes all of his classroom assignments throughout the day, he will be allowed to choose two items from the treasure box.
- **Secondary»** Kevin is failing his Algebra class and his teacher puts him on a behavior contract. If he completes and turns in four consecutive assignments with 80% accuracy, he only has to do half of the assigned problems on the fifth day for full credit.

Behavioral learning games

Learning behavior can be made into a classroom wide game. For individual student behavior, there are board games that help to promote and teach certain target behaviors.

Behavioral momentum

This refers to increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests. Examples:

- **Pre-K»** At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: "Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!"
- **Elementary»** Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: "Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf." If she puts the puzzle away, she receives a token.

Behavioral Self-Control (BSC)

This involves creating a highly structured plan for students who lack self control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

- Self-evaluation
 - Teacher asks: What are you doing?
 - Student responds: I am.....
- Self-management
 - Teacher asks: What do you need to be doing?
 - Student responds: I need to....
- Self-instruction
 - Teacher asks: What are you going to do now?
 - Student responds: I have to.....
- Self-reinforcement
 - Teacher asks: Let me know when you finish.
 - Student responds: I did.....

Break student tasks into manageable sections

Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Calm down break

The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently.

Chaining

This involves reinforcing responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps. As each new behavioral step is added, only the most recent step needs to be reinforced. *Note:* In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a child doesn't make progress on a task, it may be that it needs to be task analyzed further (broken into even smaller steps).

Example:

- Al can't put on his coat. First he is reinforced for taking his coat off the hook. Once he masters that task, he is then reinforced for putting the coat on the floor in the prescribed manner and then for putting both arms in the sleeves. Last, he receives praise for flipping the coat over his head and having it on properly.

Contingent observation

This involves telling a student who is doing something inappropriate to step away from the activity, sit, and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Coping skills

When students do not have a repertoire of appropriate strategies to deal with adverse situations, problem behavior can often be the result. This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc.

Corrective feedback

This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate. Avoid correcting the student publicly or when angry. Examples:

- Types of corrective feedback:
 - Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher's time is limited.
 - Explicit correction has a very low rate of effectiveness since the student doesn't have to self-correct and the mistake could be easily forgotten.
 - Elicitation: Teacher asks for a replacement skill, 'How would you do that appropriately? And then pausing to allow student to complete teacher's request.
 - Clarification: Teacher uses phrases such as, 'I don't understand what you are trying to do', or 'What do you want from choosing to do that?'

Curricular integration

A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique has proven to be particularly effective for teaching replacement behaviors.

Delay to reinforcement

The student tolerates and accepts having to stay engaged in the task or activity or wait for a desired object/item for longer periods of time.

Differential reinforcement

This involves the reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another. All of the differential reinforcement procedures take a substantial amount of time to be effective. If an inappropriate behavior is very disruptive or dangerous, use of a more intrusive procedure may be warranted to protect the student or other students in the classroom or work environment. Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the behavior before it decreases.

Differential reinforcement of alternative behavior (DRA)

This involves the reinforcement of a replacement behavior while ignoring the inappropriate behavior. This procedure is commonly called differential attention and proximity praise. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

Examples:

- **Primary»** Kit does not follow the teacher's directions. He is verbally reinforced each time he does comply and is ignored when he does not.
- **Elementary»** When Sam is out of his seat, he is ignored. But when he is in his seat, the teacher goes to Sam and praises him for being in his chair.
- **Secondary»** Tammy writes and passes notes during class. Whenever Tammy is taking notes from the lecture or paying attention and listening, the teacher stands near her desk and praises her for being on task. Whenever she writes notes, her behavior is ignored.

Differential reinforcement of functional communicative behavior (DRC)

This involves the reinforcement of a functional communication skill leading to a needed reward, activity, or alternative, while ignoring inappropriate behavior.

- **Pre-K»** Sandra receives her snack each day as she displays successive approximations of an appropriate verbal request to the teacher.
- **Elementary»** Cade is having a tantrum and is ignored by the teacher. The teacher determines that the function of the tantrum is to obtain a glass of water. He is then taught the sign for water. When Cade signs "water," he is given a glass of water and praised.
- **Secondary»** Paul starts carving on his desk with his pen whenever he gets bored or distracted. The teacher teaches him to raise his left hand whenever he begins to feel restless. When and if the teacher acknowledges him with a nod, he is allowed to go and get a drink of water. Paul is allowed this privilege two times at most in a given period, and a time limit is established for his drink breaks.

Differential reinforcement of high rates (DRH)

This involves reinforcement given after performing some behavior at a predetermined higher rate. Examples:

- **Pre-K»** Kate does not interact with her peers. She is reinforced for spending increasing amounts of time in appropriate interaction with her peers.
- **Elementary»** Diane receives a star for finishing three problems in five minutes. The next time she has to finish four problems in five minutes to earn a star.
- **Secondary»** Lyle has a habit of being tardy to class. The staff decides to reinforce him with extra computer time each day he makes it to six of his ten periods on time.

Differential reinforcement of incompatible behavior (DRI)

This involves reinforcement of an appropriate behavior that is physically or functionally incompatible with the target behavior, while ignoring the inappropriate behavior. Examples:

- **Pre-K»** Denise pokes students who sit next to her on the rug during opening time. She is reinforced for sitting with her hands folded together on her lap.
- **Elementary»** Jose, a first grader who is often lying on the floor, is reinforced when he sits on a chair.
- **Secondary»** Emily draws on her notebook and books during lectures. The teacher reinforces her for writing notes about the lesson in her notebook.

Differential reinforcement of low rates (DRL)

This involves reinforcement given after performing the target/problem behavior at a predetermined low rate. This procedure is usually used for behaviors that occur at such a high rate, or are so ingrained into the student's behavior patterns, that a large immediate drop in occurrences is unrealistic.

Example:

- Dale has a habit of swearing an average of six times during class. The teacher sets a limit of three swear words each day during the first week. If Dale swears three or fewer times during the class period, he is reinforced. The following week the criterion is set at two swear words in a given class, and the program continues until the criterion is zero.

Differential reinforcement of other behavior (DRO)

This involves providing reinforcement following any appropriate behavior while ignoring the inappropriate behavior in a defined period of time. DRO always contains a predetermined length of time or interval. After each interval, the student is reinforced for *any* appropriate behavior, but never reinforced after the target/inappropriate behavior. Examples:

- **Pre-K»** Nadia has a tantrum whenever she is asked to put her toys, supplies, and/or belongings away. Her teacher praises her and gives her a sticker each time she goes ten minutes without a tantrum, while ignoring her each time she has a tantrum.
- **Elementary»** John is a student who scratches his arms all the times. The staff decides to smile, compliment, and give him points every two minutes when he is not scratching. They ignore him and do not reinforce him at the two minute interval if he is scratching.
- **Secondary»** Tom likes to call attention to him by talking out in class. His teacher ignores him each time he speaks out. The teacher verbally reinforces Tom each time he is not talking out at the end of a five-minute interval.

Direct instruction

This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance. Examples:

- **Elementary»** The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.
- **Secondary»** In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.

Effective commands

Teachers can reduce problems with student compliance by following research-based guidelines (Walker & Walker, 1992). See the section, *Delivering Effective Commands*, for specific strategies on how to give commands and increase compliance.

Eliminate audience

This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them.

○ Examples:

- Have the students in the class physically move away from student.
- Redirect the class to a different activity away from the student.

Environmental engineering

This refers to the process of arranging the physical environment of the classroom to enhance student learning and behavior. The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom. Examples:

- **Pre-K»** Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.
- **Elementary»** Mr. Red (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) arranges the room so students cannot easily look out windows or doorways into halls, and (3) places himself between the students and open areas if there are runners in the class.

Errorless learning

This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive.

The following are procedures that facilitate errorless learning:

- Adjust expectations appropriately (be reasonable)
- Make sure that the student is completely clear about what is expected of them
- Complete the task collaboratively with the student
- Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task
- Anticipate problems and "pre-correct" (e.g., "I see a tricky word in the next sentence – the word is ____-let me know if you need help when you get to that word.")
- Provide adequate cues
- Ensure large numbers of successful repetitions to ensure learning

Extinction

This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

- Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcer and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently "giving in" and reinforcing the behavior will serve to make the behavior worse.
- Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.
- Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training.
- See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through*.

Fading

This refers to the gradual elimination of cues, prompts, reminders, or suggestions that control a specific response. However, if cues are removed too quickly, student's response will deteriorate. Examples:

- **Pre-K»** John is learning to feed himself. He, receives less and less physical guidance, and eventually eats independently using a spoon and fork.
- **Elementary»** Fewer and fewer dashes or dots are placed on the page on which Sarah is learning to print, so that she completes more and more of the task independently.

Follow through

When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also be done to ensure that the student does not receive the "pay-off" for a behavior (e.g., continue to present the work demands even though the student's behavior is occurring to escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example:

- **Pre-K»** Allison starts crying when she is asked to clean up the puzzle pieces. The teacher continues to prompt Allison to clean up, providing more intensive prompts (i.e., gestures, gentle guidance) until the puzzle is complete.
- **Elementary»** Mary earned enough stickers today to receive a reward. The teacher makes sure to let her grab her reward at the end of the day.
- **Secondary»** Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills

Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she needs extra instruction, assistance with the assignment, or a brief break from work.

Functional Communication Training (FCT)

Appropriate forms of communication can serve to replace problem behavior that has become a means of communication for a student. Communicative responses to serve as alternatives to the inappropriate behavior are developed, such as asking for a break instead of trying to escape a difficult task. When the student uses the alternative communication, the behavior is reinforced by the teacher.

Gestural prompting

This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation.

Example: Juan comes into the classroom and is sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal setting

This involves breaking the task down into small sections and setting rewards for completing each section. Initially, goals should be set at an attainable level. As the student meets the goal, the level should increase.

Group reinforcement response contingency

This involves reinforcement of the entire group dependent upon the performance of individual members. Group-oriented contingencies may be of three types:

- (1) **Dependent:** the performance of one or more particular group members determines the consequence received by the entire group.
- (2) **Independent:** each group member receives a consequence if they individually meet the contingency.
- (3) **Interdependent:** each student must reach a prescribed level of behavior before the entire group receives a consequence. However, a student may sabotage or ruin the reinforcement for the group to gain negative attention. Extreme peer pressure may be placed on the individual who does not meet the group contingency criteria.

Examples:

- **Pre-K»** Mrs. Bailey gave each child who put away the art materials correctly a smile and a thank you. (independent)
- **Elementary»** If Demetrius earns a score of 75% or better on each math test during the third quarter, the fourth grade class will all take a trip to the dinosaur museum in April. (dependent)
- **Secondary»** Mr. Miller's sophomore history class is allowed to watch a movie on Friday if all of the students bring in their homework for the entire week. (interdependent)

High rates of positive responses

This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1.

Examples:

- **Elementary»** Mrs. Garcia tells the students "thanks for listening" and "nice effort" frequently as she monitors their creative writing behavior during second grade.
- **Secondary»** Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.

Home-school reinforcement system

This involves establishing a relationship between the behaviors exhibited at school and the reinforcement received at home. Specifically, the parents at home would provide reinforcers contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment. Example:

- Abbie refuses let other children stand next to her line during transitions and she will push the children away. Abbie's teacher and mother implement a system to help increase her tolerance of peers. Abbie loves to watch "Hannah Montana" when she comes home. The agreement is that Abbie can watch her favorite TV show when she comes home only if she stands next to her peers in line without pushing during 3 out of 4 transitions. If she does not, she does not get to watch the TV show when she comes home.

Identify appropriate settings for behavior

This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the chorus, or provide a specific time during class for student's to show off their "talent").

In-class time out

A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective. Types of in-class time out:

- Removal of a student from reinforcing activities in the instructional setting
 - **Pre-K»** Jordy's truck is taken away after he repeatedly runs it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.
 - **Elementary»** While the other third grade students continue to earn points toward a Friday activity, Sam's opportunity for reinforcement is removed for five minutes when he shouts out in class.
 - **Secondary»** Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines.
- Removal of student from a reinforcing setting into a setting with a lower reinforcing value.
 - **Pre-K»** Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes with calm behavior. During this time, she cannot see the storybook pictures as well as before.
 - **Elementary»** During morning circle, Timmy touches other students and makes inappropriate noises. The students respond by fussing at Timmy and laughing at him. The teacher's assistant removes Timmy from circle and places him in a time out chair away from the group and facing away from his peers. She tells him that his 3 minute time out will begin when he is quiet. The assistant turns her back and refrains from giving Timmy any attention. When 3 minutes has elapsed, Timmy is allowed to return to circle time.

Incidental teaching

This involves providing structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those "teachable moments" that are initiated by the child. There are four levels of prompts that can be utilized:

- **Level 1:** This prompt involves instituting a 30 second delay when a child displays an interest in a specific object or material. This delay is designed to encourage a verbal initiation for the object or material.
- **Level 2:** After 30 seconds, if the child has not verbally requested the item, then you prompt the appropriate verbalization (i.e., "What do you want?")
- **Level 3:** If the child does not respond to level 2 prompt, then provide a more specific prompt while showing the desired object (i.e., "What is this?")
- **Level 4:** At this level, the most intense, the child is prompted to imitate the correct response as modeled by the caregiver (i.e., "car")
- **Example:** When Mrs. Perkins opened the toy cabinet, Kyle tried to grab a toy car from the cabinet. Mrs. Perkins put her hand over Kyle's on top of the toy and waited, looking expectantly at Kyle. Kyle did not respond, so Mrs. Perkins said, "What do you want?" Kyle says "car." Mrs. Perkins said, "That's right, car," and allows Kyle to take the car to the play area.

Incompatible behavior

This refers to a behavior that interferes with the ability of the student to engage in the problem behavior. In other words, it is unlikely that the problem behavior will occur if the student is engaged in this behavior at the same time.

Increase frequency of task related recognition

Provide consistent and specific feedback and reinforcement for a student's on task behavior. In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

Increase reinforcement quality of classroom

If a student is acting out to be ejected from a classroom, it may be that the student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Increased academic learning time

The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 %. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

Individualized Reward System

The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the student will "buy into" and see as motivating. The target behavior must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing

This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understanding your students' academic ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriately due to their frustration of not understanding. Often times, a brisk pace of instruction enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Examples:

- **Pre-K»** Mrs. White moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.
- **Elementary»** Miss Young delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.
- **Secondary»** Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.

Integrate curriculum into music

Use music to teach expectations. Example: Reword songs that students listen to on a daily basis to teach rules, appropriate behavior, or other lessons.

Meaningful work projects

Students participate in a “jobs program” within the school in which they are viewed as valuable, contributing employees of the school.

Minimize down time

This intervention is for students who seem to display inappropriate behaviors while they are waiting for other students to finish or they may be waiting to transition to the next activity. Don't leave the child with a lot of down time. If the child is between activities give them something to do. Example: A child is waiting for the other student's to finish work. Allow the child to read a book or do an activity on the computer until the other kids are done.

Minimize or eliminate distracting materials

Extra materials on a student's desk or around the room can be the cause of distraction.

Modeling

A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.

Modify task length

Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.

Momentum training with relaxation strategies

Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

Monitoring

This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or non verbal redirection when needed. Non-verbal monitoring can include eye contact and proximity.

Monitoring checklist

Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and spaces to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.

Mystery motivator

This intervention is an incentive system that is designed to promote appropriate behavior by delivering random rewards. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student's interest.

Natural opportunities

The instructor provides a verbal prompt to the student as a reminder to do the appropriate behavior when the teacher notices that the student's behavior is starting to escalate.

Non-verbal reminders

Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected.

Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations.

Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning

While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices

Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice. Examples:

- Permitting students to select who they work with on a project
- Choose what book to read for an assignment
- Complete ½ of the assignment with a partner
- What assignment to do first

Parent-Teacher communication system

This refers to an informational system between school and home that provides clear, concise communication about a student's academic and behavioral performance. This communication should occur on a regular basis. It should emphasize positive information and also include information about areas of concern. Methods for communication might include phone contact, face to face meetings, email, or notes/letter correspondence. Examples:

- **Pre-K»** Johnny takes home his sticker chart at the end of the day and Mom praises him.
- **Elementary»** Ms. Wheeler sends home notes with 4 different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a note home once a week.
- **Secondary»** The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher.

Participation in extracurricular activities

Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences

If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors. Examples:

- If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments.
- A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring

This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence

The use of same-age and/or cross-age peers for structured social engagements, and as "buddies." Examples:

- **Pre-K»** Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.
- **Elementary»** Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other's backpacks at the end of the day to make sure they have the homework they need.
- **Secondary»** Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer mentor/tutor opportunity

This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self confidence and also helps to reinforce foundational skills.

Personal connection with student

Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation

Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time

Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring

This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behaviors.

- When an inappropriate attention seeking behavior occurs, you can either:
 - Ignore the behavior but continue to reinforce appropriate behaviors
 - Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.

Planned ignoring (continued)

- Common mistakes when implementing this procedure are:
 - Giving feedback “Johnny that was not nice to say”
 - Praising the student for not engaging in the target behavior “John, you did great by not interrupting me”
 - Engaging in a teaching interaction “Johnny, do you know how that makes me feel when you interrupt me?”
 - Non-verbal responses (big sigh, eye contact, change of facial expressions, change of voice tone, etc.)
- Examples:
 - **P»** Sue often cries to get attention at preschool. Her teacher stops giving her attention when she cries. At first Sue cries harder and longer. The teacher still ignores her. As the behavior is not being reinforced, the crying gradually tapers off. Sue periodically reverts back to crying to see if the teacher has “changed the rules.” As the teacher ignores it consistently, the crying disappears completely.
 - **E»** Mike continually puts his hands in his pants. He receives attention from the teacher and the aide when they ask him to take his hands out of his pants. The teacher and aide begin to compliment Mike when he is sitting appropriately and do not attend to him when his hands are in his pants.
 - **S»** Barbara is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.

Play music

Music can be used as an intervention for students who are distracted easily and display what many teachers call, “off task behaviors”, (not engaged with assignment, looking around the room, talking with a peer). Music can help to reduce distractions and promote appropriate classroom behaviors.

Positive peer reporting

This involves teaching the student’s peers the appropriate behaviors to observe. Whenever the students observe the behavior, they provide positive praise to the student and report the appropriate behavior to an adult. This not only encourages the appropriate behavior of the student but also facilitates positive peer relationships.

Positive peer role models

Provide opportunities for the student to be in contact with positive peer role models. Pair the student with a peer who is able to display appropriate behaviors. It is important that the peer the student is paired with displays respect and they are able to create a positive rapport with each other. The student can be seated in close proximity and/or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Positive practice

This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time. Examples:

- **Elementary»** Sylvia runs down the hall. The teacher then requires her to walk down the hall appropriately three times.
- **Secondary»** A student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Positive reinforcement

This involves delivering a reinforcer after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior. Examples:

- Attention, preferred items and/ or activities provided contingent upon on-task behavior and work completion
- Access to items/activities provided only after desired behavior has occurred (or absence of undesired behavior)
- Delivery of items that provide similar sensory consequences contingent upon periods when the problem behavior is absent.

Positive self-talk

Increase student's belief in self and their own capabilities in various situations by positive self prompts. The student can be taught a repertoire of positive statements, such as "I am capable of doing my work" or "If I study my spelling words every day, I will get a good grade on my test." The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or counselors may have to implement verbal or nonverbal prompts in order for the student to initiate the self-talk process.

Post all classroom rules and daily schedules in prominent locations

Involving students in creating classroom rules and expectations, as well as develop posters and activities about the rules, helps them to take ownership of the environment. It is a proactive way of teaching and increasing appropriate classroom behaviors.

Practice opportunities

This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e. "now is a good time to use your skills" or tap the student on the shoulder).

Precision requests

Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. This should be done without additional verbalizations or lectures. When a request is followed, a social reinforcer is used. When the request is not followed, a mild pre-planned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

Predictability

When children can predict upcoming events they show less resistance. Example: If a trip is cancelled, write in on the student's calendar or planner.

Preferential seating

Changing the seating arrangement for a student in order to address his/her specific needs.

Examples:

- The student sits in close proximity to the teacher for hearing, vision, and/or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.
- Arrange seating so as to prevent congestion
- Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle (If this, then that...)

This principle states that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed. Examples:

- Jeremy's teacher told him that when he completes his geometry worksheet, she will allow him to read his book for 10 minutes.
- Isabella wanted to go to circle time, but she had not cleaned up her work area. The teacher stated, "If you clean up your work, then you can go to circle time."

Preview rules/behavioral expectations

Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule

Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Private approach to student

The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Problem solving skills

Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports

Using a daily or weekly system to document and communicate student's behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe the student's overall behavior. Objectively, the teacher collects data daily to determine the progress of interventions.

Prompting

A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive. Examples:

- **Pre-K»** When it is time to clean up at pre-school, Mrs. Kindly turns the cleanup music on.
- **Elementary»** While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.

Proximity control

Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior). Examples:

- Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.
- A student that is tapping a pencil and has been redirected verbally in the past could use a non-verbal reminder from the teacher. As the teacher is teaching he/she could walk over to the student and without saying anything, touch the pencil that the student is tapping.
- A student may need extra support and supervision during transition times or the less structured time such as lunch or recess, pairing them with an adult and having them help the adult is a positive way to increase supervision.

Quiet areas

The student is given a specific time and/or space (established prior to displaying behavior) for quiet or “cool down” purposes when overwhelmed, over-stimulated, or upset. Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Quiet start requests

Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

Redirection

Redirection is re-focusing someone’s attention on to another task or topic. This usually is done with little to no attention being paid to the inappropriate behavior which may be occurring. Redirection requires that you give minimal acknowledgement to the issues at hand but focus on something that is more appropriate to the moment. The teacher may interrupt the problem behavior by calling on the student to answer a question, assigning him/her a task to carry out, or otherwise refocusing the child’s attention. Once the person is engaged in the other task or topic, it will be important to give a lot of praise and/or attention to them at this point.

Example: Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, “Look, there’s an empty swing for you.”

Reflection center

If the student is agitated, anxious, or mad, the student is redirected to an area of the room called the “Reflection Center.” This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

Reflective essay

The student is required to write and submit to the teacher a brief composition after displaying behaviors. At a minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a statement from the student to show appropriate behaviors in similar situations in the future. NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete.

Required relaxation

This intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. The student should not be forced to do this. The student should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event.

- **Pre-K»** Julian occasionally has angry outbursts. When this occurs, an aide takes him to a quiet corner and they practice breathing slowly for four minutes.
- **Elementary»** Nancy, who acts out by hitting other children, learns to identify when she is feeling frustrated. She is taught two relaxation techniques. When she lets the classroom teacher know she is frustrated, she is excused from the room to a designated place for a 10-minute period of relaxation.
- **Secondary»** Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly agitated, she goes into the nurse's room and practices relaxation for fifteen minutes.

Response cost

Contingent withdrawal of a specific amount of available reinforcers (e.g., points, privileges, etc.) following an inappropriate response. Response cost must be less than the total amount or number of reinforcers available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is recommended to initially implement a system that involves delivering reinforcers, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcers are removed. Examples:

- **Pre-K»** If Cathy finishes the table time activity without kicking the table, she gets a large ball of play dough. Each time she kicks the table, a portion of the play dough is removed. When the activity is completed, she gets to play with the remaining dough.
- **Elementary»** Steve is awarded ten points at the start of recess. Each time he breaks one of the playground rules, he loses a point. At the end of the recess period, Steve may bank all the points he has retained and exchange them after the last recess of the day for items listed on a menu of reinforcers.
- **Secondary»** Bart's preferred activity is computer time. He starts each class with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.
- **Lottery system»** The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

Restitution

Restoring the environment to a state vastly improved to that of what existed prior to the disruption (destruction of materials or property). Example:

- **Elementary»** Fred spits on the desk. He is required to clean the desk he soiled, plus three others.
- **Secondary»** Jeff writes inappropriate names on some lockers at school. The principal has Jeff clean the lockers he defaced as well as all the lockers in the Senior Hall.

Role-play

A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation.

Rules review

The teacher approaches the student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Schedule adjustment

Modify or adjust the daily schedule or routine of the student to reduce the chance that inappropriate behavior will occur. Examples:

- A student may tend to focus best in the early morning and needs to have academic classes scheduled before lunch or just the opposite they may need a schedule in which their academic classes may need to be scheduled in the afternoon.
- There may be a personality/work style “mismatch” between a teacher and student and changing a student’s teacher schedule could make a significant difference.
- Schedule recess after quiet reading time, instead of quiet reading time after recess.

School-wide recognition

Use school wide vehicles for recognition of appropriate behavior: Use programs such as “student of the week,” school wide awards, or recognition on the school announcements. The recognition should be paired with praise concerning a specific appropriate behavior in order to impact a target behavior.

Scripts

The teacher develops a script with the student that addresses his/her specific needs. In order to ensure optimal effectiveness of this intervention, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Self-management

Student is taught how to monitor and manage his or her own behavior.

Self-monitoring

The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self-monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. Pate takes data as well to compare with Michael’s.

Setting clear expectations and rules

A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen.

Shaping

Shaping behavior is a technique that is used to reward behaviors which approximate the behavior you are targeting. Successive approximations means to reinforce any behavior which will lead up to the behavior you wish to occur. Too often we tend to expect an all or none level of performance to occur. All too often this creates unrealistic expectations. The tendency is to not recognize the little efforts which will lead up to the bigger successes. Shaping requires knowing what you want to happen and breaking it down into various steps or levels of achievement. Examples:

- **Pre-K»** Sharon is learning to request her favorite toy. She is first taught the sign which the teacher pairs with the word. If Sharon makes the sign for baby, she receives the doll. Next, she has to make a "b" sound to get the doll. Shaping continues until she says "Baby."
- **Elementary»** Jackie always sits by herself at lunch and does not interact with her fifth grade peers. She is first reinforced for sitting at the table where other peers are, then for sitting next to a peer and, finally, for engaging in conversation with a peer.

Social skills

These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social skills training

Individual or group instruction designed to teach appropriate interaction with adults and peers. Modeling and practice of social skills to mastery is highly important. Teachers should take the time to teach them and review them until students can perform them consistently and independently. Using examples and non-examples are encouraged to clarify the desired behavior.

Social stories/Comic book conversations

A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions

Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise

When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., "Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of reinforcers in order to communicate to the student why they are receiving the other type of reinforcer.

Example:

- A student who is usually loud and disruptive comes into the classroom quietly and sits in his/her desk, (which the teacher has been asking for and redirecting the students to do for two weeks). The teacher then walks over to the student and uses specific verbal praise such as, "You did a fantastic job coming in quietly and going straight to your desk" or "I appreciate the way you came into the room quietly and went directly to your desk. You are making this classroom a great place to learn."

Stimulus cueing

This refers to the use of a random auditory or visual cue to prompt appropriate behavior.

- **Elementary»** Colby seems to be constantly out of his seat. His teacher begins using a timer set randomly from one- to five-minute intervals during seat-work time. The goal is for everyone to be in his or her seat when the timer rings.
- **Secondary»** Christopher is having trouble staying on task during class. When the teacher makes the statement, "Check what you're doing right now and mark your card if you're on task," he adds a point to his card. At the end of the hour, he is reinforced for having five or more points.

Structured daily schedule

This refers to a daily outline of classroom activities designed to maximize student learning.

Structuring time through a planned daily schedule of specific activities and transitions maximizes "on-task" behavior and minimizes students' inappropriate behavior. Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period. Examples:

- **Pre-K»** During circle time, Josh's teacher previews the daily events using a picture schedule.
- **Elementary»** Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.
- **Secondary»** Mr. Bryant, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher directed instruction, guided practice, and independent practice.

Structuring non-instructional periods, including recess

This refers to a systematic intervention program for a student who requires a high level of structure during non-instructional periods. The student is taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities. Examples:

- **Pre-K»** The preschool teacher notices that most of Johnny's conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.
- **Elementary»** The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.

Student follow-up

Establish a systematic "check in" time during an assignment to ensure that the student fully understands a specific task or request. Example: The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Systematic prompting

Systematic prompting is a 3-step prompting sequence to ensure compliance with demands. A student's noncompliance is often a function of avoiding the setting or activity in that setting. Tell the student in a very clear, concise language what you want him to do. Then, use a gestural prompt, and then use gentle guidance. The instructor should always praise any compliance observed. When implementing this procedure, the instructor should not engage in any verbal discussions or debates. The only words spoken to the student other than demands should be praise when the task is completed. Step three of this procedure is not appropriate for older students.

Step 1: Tell the student what he is to do. "Sasha, put the truck in the box." Wait 5 seconds to give him a chance to comply. If he does, praise him. If he does not comply, go to step 2.

Step 2: Tell the student what to do as you demonstrate the appropriate response. "Sasha, put the truck in the box) as you are showing him where to put the truck. Give him 5 seconds to comply. If he complies, praise him. If he does not comply, go to step 3 or repeat steps 1 and 2 (if older student).

Step 3: Help the student complete the task by using as little physical guidance as necessary (hand-over-hand).

Task analysis

Breaking down a task into steps and making the tasks concrete to ensure more success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors.

Example:

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

Teaching interaction

A short social skills teaching sequence: 1) expression of affection, 2) initial praise, 3) description of inappropriate behavior, 4) description of appropriate behavior, 5) rationale, 6) acknowledgement, 7) practice, 8) feedback, 9) consequences, and 10) general praise. Examples:

- **P»** When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.
- **E»** Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.

Technology device instruction

The student is trained on how to use certain technology devices (e.g., computer software, alternative communicative devices, and other assistive technology devices and supports.

Token economy

A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcers. Ideas for tokens can include:

- Plastic or metal chips
- Marks on a blackboard
- Points marked on a paper point card
- Stars
- Holes punched in a card
- Stickers
- Paper clips
- Beans in a jar
- Happy faces
- Play money

Tolerance skills

Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports

Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives

This involves the use of classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals

This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting

This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. The teacher verbally prompts the student by saying, "Joe, face forward."

Verbal rehearsal

Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders

The instructor reviews rules and expectations prior to an assignment or problem times.

Visual schedule

This involves the utilization of an organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies

The instructor places visual prompts on the student's desk, in the student's planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior.

Strategies for Effective Behavior Management

DO'S AND DON'TS OF BEHAVIOR MANAGEMENT

- **Do** remember who is in charge—you! Don't get into any power struggles with students.
- **Don't** yell or lose your temper. To achieve a calm, orderly, and controlled environment, you must remain calm and controlled.
- **Don't** make threats, especially those that students know you will not or cannot carry out. Example: "If you don't behave like third graders, I'm going to send you back to second grade."
- **Do** give students strong, direct statements rather than making your commands questions. Example: Rather than saying, "Will you please stay in your seats?" make it a directive by saying, "Stay in your seats."
- **Don't** use the word try. The word try gives permission to fail. You want your students to comply not to try. Example: "Try to be on time." versus "Be on time."
- **Do** use a "get ready to listen" signal to alert students that you are about to give important information. Then speak in a normal voice. **Don't** speak over the students even if some are not ready to listen. When they miss the direction, they will be ready to listen next time. When you give the signal, students who are ready to listen will pressure those who are not.
- **Do** give a directive only once. Tell students exactly what you expect and, whenever possible, also tell students the consequences (and make sure you carry them out). Then, do not repeat the directive. Example: "If you have a question, raise your hand. I will only call on students who quietly raise their hand and wait to be called on."
- **Don't** use sarcasm, ridicule, or labels. Students will learn respect by being respected.
- **Do** use students' names to praise positive behavior as well as to discipline. Examples: "Ned, I noticed that you picked up the trash around your desk and I appreciate your showing responsibility." and "Ann, I expect everyone to stop and listen when I give the freeze signal."

COMMON PROBLEMS AND HELPFUL HINTS

Common Problems	Helpful Hints
We sometimes tend to ignore good behavior because we feel that it should occur because that is what is expected of us.	Recognize the little things that are going right. Look for opportunities to praise the small successes.
We tend to tolerate the small annoying behaviors, but they often lead into more frequent and greater behaviors.	Address the little issues when appropriate. It is easier to turn around small problems than to try to deal with big ones. Try setting clear limits early on.
We often wait for major problems to occur before we do anything about it. The longer you wait, the harder it gets!	Don't wait to respond. Set clear limits early on. Waiting until the last minute to deal with a problem usually leads to a very frustrating experience.
We often use warnings, threats, or ultimatums to gain compliance. This often sets up authority control issues.	Avoid using warning, threats, or ultimatums. Set clear limits. Remind them that it is how they act that determines the consequence.
We might sometimes take the student's behavior personally. Emotionally responding will often encourage more behavior.	Keep your delivery firm and even. Avoid responding to personal attacks. This is often used to side step an issue.
Argumentative behaviors from students are really good at getting you pulled in. Do you find yourself spending a lot of time trying to convince them to act right? If so, you got pulled in.	If you find yourself getting pulled in, then back up a step and set the limits. Do not get into any power struggles with the student.
One person may not allow a behavior to occur while another does not really see anything wrong with it. Mixed messages like this are the best bet in keeping a negative behavior alive and well.	Have a simple plan that everyone can understand and consistently carry through.
We have a tendency to focus on the problem behavior rather than focusing on the positive behaviors that are occurring.	Focus on what the student is doing right. This is especially important when you are letting Johnny know how he is doing.
We have a tendency to punish bad behaviors versus rewarding positive ones.	When possible, reinforce an alternative behavior. Example: Johnny interrupts all the time. Reinforce Johnny when he waits his turn.
Often times, we reinforce negative behavior without even knowing it. The belief is that the behavior will either go away or if nobody makes a big deal about it then it won't be so bad. Example: Johnny makes an inappropriate statement and a family member laughs and makes an excuse for Johnny.	Attention is one of the biggest reinforcers we have. Be careful how you give it out. Address issues appropriately and consistently.
Sometimes we over respond and make mountains out of mole hills. The little things get a lot of attention when it probably would be better to just ignore it and let it drop.	Neutral and non-emotional responses to problem behavior can be the hardest thing to do. Use self-coaching, coping skills, or anything that works for you to stay cool, calm, and collected.
We sometimes deliver reinforcers for no reason at all. We will just give them to the student non-contingently.	Let Johnny earn his reinforcers through good performance.

DELIVERING EFFECTIVE COMMANDS

The following recommendations comprise a wide body of research on student compliance, classroom management, and effective teaching and offer a response to behaviors of your student. If implemented properly, these strategies can do much to help you manage your student's behavior and guide you in the educative process. As a result, the relationship which exists between you and the student will improve, while protecting dignity and self-esteem.

1. **Present demands as directives and avoid "question demands."**

A question demand asks the student whether or not he would like to do something, rather than directing him to do so. Question demands give the student the option to refuse. When a student says "no" to a question demand, many adults become upset with the student for being defiant. However, it is ultimately the adult's responsibility to issue demands that do not give the student the option to refuse. For example, "Pick up the papers," is a directive. If you say, "Will you pick up the papers," the student may actually say, "No" which could lead to a verbal confrontation. By issuing directives, you make it clear that the student has no choice whether to comply or not comply.

2. **Keep the demands short and simple.**

Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.

3. **Deliver demands within 3 feet of the student.**

By delivering demands close to the student, you not only increase the chances the student will hear you, but you also increase your ability to immediately "follow-through" with gentle guidance, if needed.

4. **Deliver demands in a quiet tone of voice.**

There is no current research demonstrating that yelling or loud talking is necessary to gain student compliance. In fact, recent research suggests that loud tones of voice may be the first step in a chain of behaviors that lead to more serious student problem behavior. A firm, but quiet voice is sufficient. Do not be loud or gruff.

5. **Deliver demands in a matter-of-fact, businesslike tone.**

Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher's directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.

6. **Gain the student's eye contact before presenting a demand.**

There is no way to guarantee that a student will listen to your directions, but the chances are much better if he/she is looking at you when you present a demand.

7. **Give the student at least 5-seconds to start responding.**

Perhaps one of the biggest mistakes we make on a day-to-day basis is not allowing a student ample time to start complying. Research indicates that 5 seconds is an appropriate length of time for a student to start complying with a demand.

DELIVERING EFFECTIVE COMMANDS (continued)

8. Break down tasks before you give a demand.

It is vital to make sure that what we think is a single demand is not in fact comprised of multiple smaller demands. For example, "Get ready to work," may actually include sitting down, taking out a pencil, taking out a notebook, etc. Give the student one demand at a time. This also applies to "chain directions" in which the multiple demand is broken down, but presented all at once (e.g., "you need to get out your book, pencil, check to see if the pencil needs sharpening...") The student may not possess the cognitive ability to process too much information and remember all the parts of a multiple demand.

9. Tell the student exactly what you want them to do and how they should do it.

In other words, avoid giving vague demands. Use descriptive wording so demands can be delivered as clearly and unambiguously as possible. For example, the demand, "Clean up that mess," would be better issued as separate, distinct, descriptively worded demands, such as, "Pick up the paper," (wait for compliance) "Put the paper in the trash can," (wait for compliance) "Put the red car in the toy box," etc. If the directions are vague, then the student has no way of knowing exactly what you want him to do. What you mean and the student believes you mean may be drastically different things.

10. Avoid rationalizing with the student.

Do not give demands followed by a reason. Giving reasons may actually distract the student and cause him to forget the original demand. If you feel that giving a reason is necessary for certain demands, make sure to give the reason before issuing the demand.

11. Use start commands rather than stop commands.

Stop commands may indeed prompt the student to stop engaging in an inappropriate behavior, but it does not give them an appropriate behavior to start doing. Start commands not only require the student to stop engaging in inappropriate behavior, but also tell them the expected appropriate behavior you would like to see.

12. Use descriptive praise when the student complies with demands.

Don't simply tell the student, "good job." Enthusiastically and descriptively praise the student for compliance (e.g., "Great job putting the paper in the trash can!")

13. Pick your battles.

Before giving a demand, ask yourself if you are willing to gain compliance regardless of the amount of time, energy, or effort required. Do not issue a demand unless you are 100% committed to gaining compliance to the demand. If you give demands, only to eventually back off just because it is taking a long time or is difficult, the student will simply learn that you do not mean what you say. When this happens, expect more noncompliance and/or more problem behavior.




TOPIC: Social Emotional Learning

Classroom Tips

21 Simple Ways to Integrate Social-Emotional Learning Throughout the Day

Here are 21 simple ways you can support social-emotional learning for your students every day.

 Elizabeth Mulvihill on October 21, 2016



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Want more on Social Emotional Learning? Check out our webinars

While the impact of the new federal education law ESSA (Every Student Succeeds Act) has yet to be realized, there's one change that is welcome to educators. It is the shift in emphasis from the prescriptive testing and accountability requirements of No Child Left Behind to a broader definition of success, including recognition of the value of non-academic concepts and "whole child" issues.

ESSA recognizes social-emotional education as an important factor in helping students develop crucial life skills that go beyond academics. For an awesome infographic on the core competencies of social-emotional learning, [click here](#).

Here are 21 simple ways you can support social-emotional learning for your students every day.

1. Start the day with a check-in.

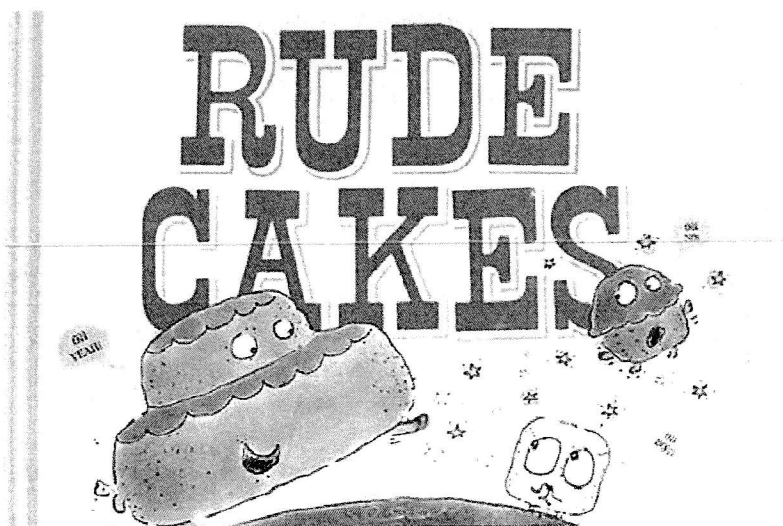
Make it a goal to start each day with a personal connection. It doesn't need to be a time-consuming or elaborate procedure. It could be as simple as giving a warm greeting to welcome each person as they arrive in the morning.



SOURCE

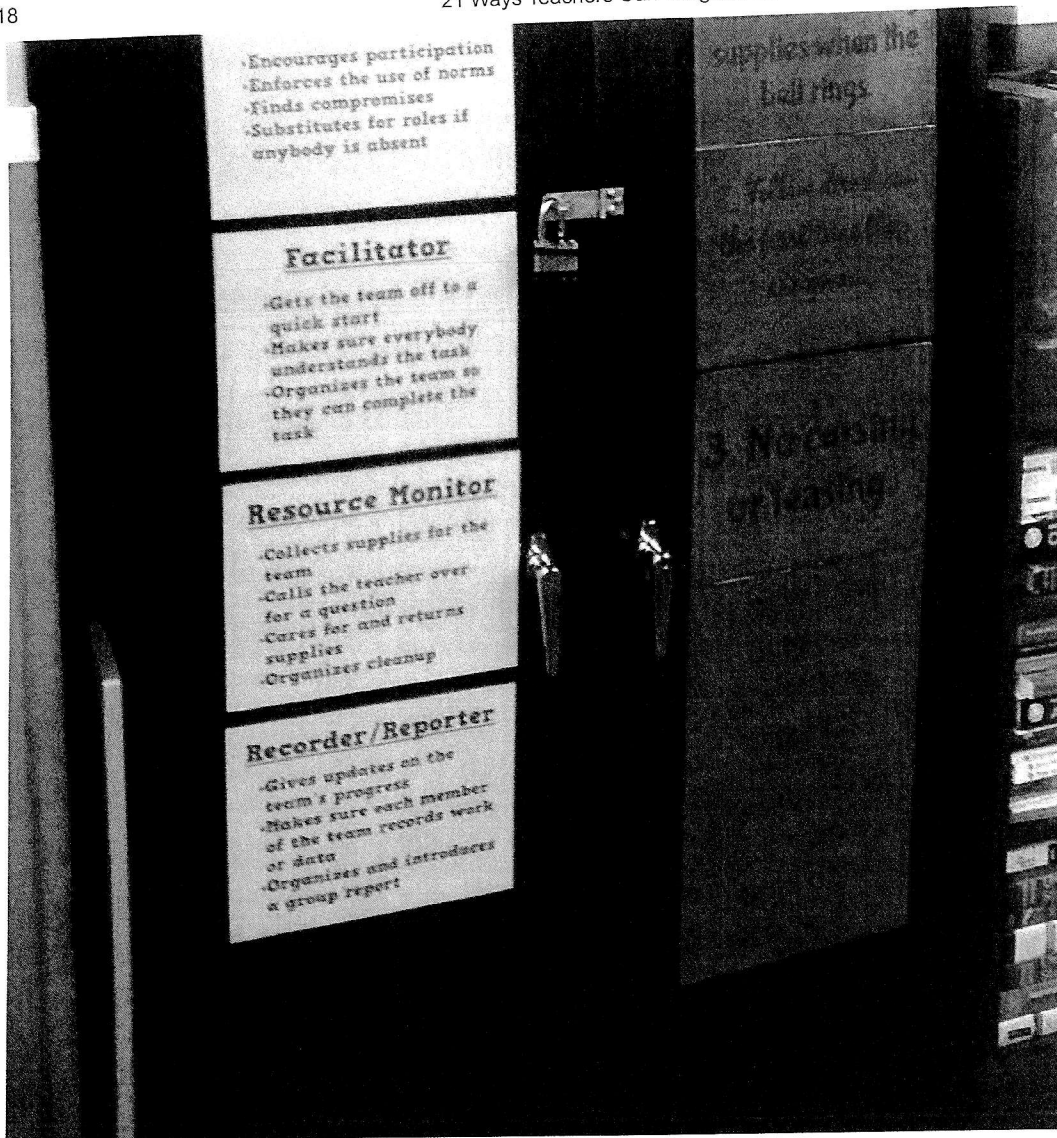
2. Use story time for teachable moments.

Read-alouds are the perfect tool for exploring social-emotional themes with your class. They're not just for little kids either—there are tons of gorgeous picture books with complex themes and vocabulary that older kids will love too. Here's a list to help start your [social-emotional book library](#).



3. Work in partnerships.

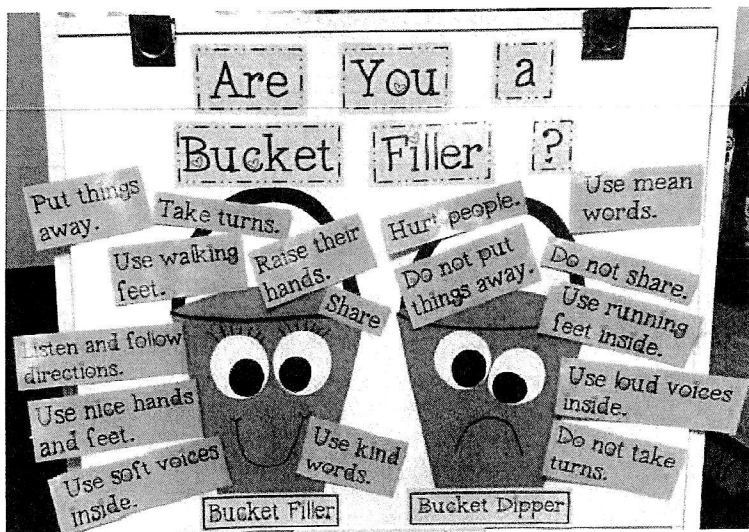
Give kids lots of opportunities to work with partners. Working with a partner helps kids learn to cooperate and builds community in your

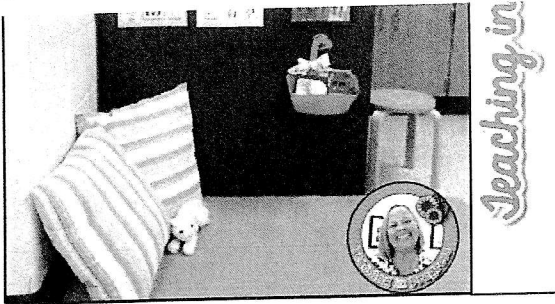


SOURCE

5. Nurture a culture of kindness.

At the beginning of the year, read *Have You Filled a Bucket Today?*, a story about the power of kind words. Then create your own bucket for the classroom. Get a small tin bucket from a craft store and cut 3-by-3-inch pieces out of card stock. Kids can write messages of kindness, appreciation and love on the cards throughout the week to fill up the bucket. At the end of each week, spend a few minutes sharing these notes of encouragement to end the week on a positive note.





SOURCE

8. Teach your kids how to manage conflict with peer mediation.

Peer mediation is a problem-solving process that helps students involved in a dispute meet in a private, safe and confidential setting to work out problems with the help of a student mediator. There are lots of programs out there—here's one [sample curriculum](#).

Peaceful Conflict Resolution

Respect the right to disagree.

Express your real concerns.

Share common goals and interests.

Open yourself to different points of view.

Listen carefully to all proposals.

Understand the major issues involved.

Think about probable consequences.

Imagine several possible alternative solutions.

Offer some reasonable compromises.

Negotiate mutually fair cooperative agreements.

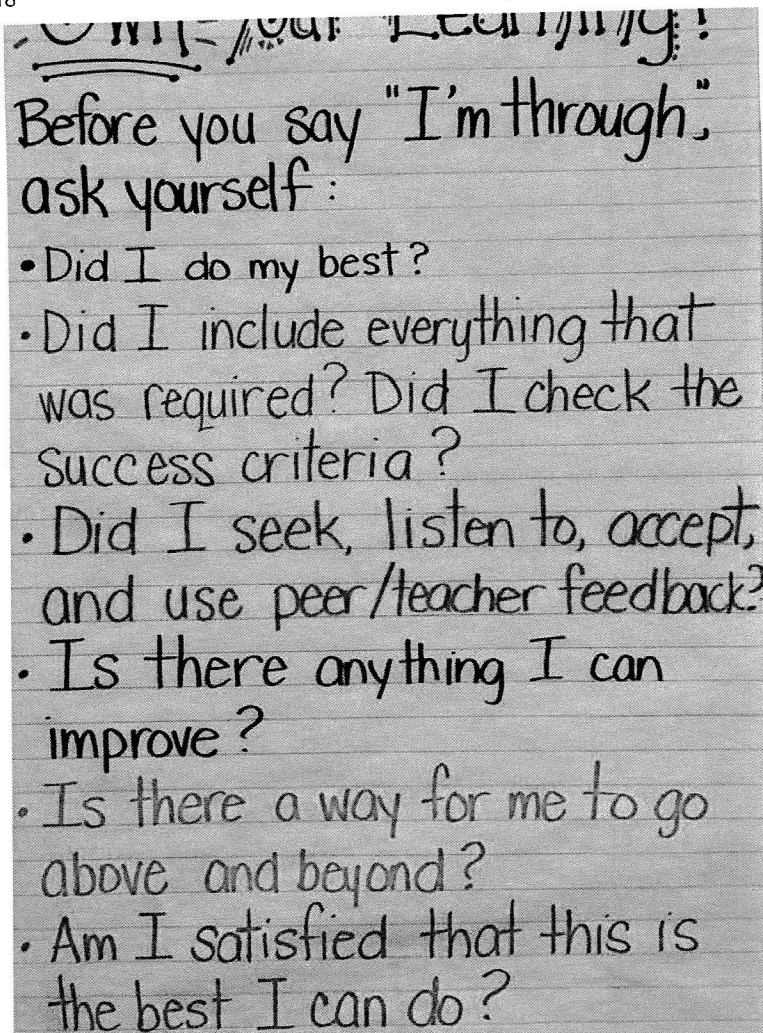
Robert E. Valett

SOURCE

9. Use anchor charts to teach social-emotional skills.

You can create anchor charts with your class about many different topics, from "Owning Your Learning" to "What Does Respect Look Like?" and "Be a Problem-Solver." Check out the [WeAreTeachers Classroom Management Anchor Charts](#) Pinterest board for many more ideas.





SOURCE

10. Practice lots of role-play.

Sometimes you have to put yourself in someone else's shoes to truly understand a situation. Taking time to role-play tricky or troubling situations that show up in your classroom helps kids develop empathy and understand other people's feelings. For example, it's a great strategy to use when discussing bullying. Read [The 10 Key Benefits of Role-Play for Children](#).



Name: _____

Character Role Playing Cards

You see somebody who is new to the school. During recess you notice that they are alone and looking sad.	You just observed a friend of yours stealing candies from another friend of yours.
You were assigned a partner in your group work that you don't like.	Your friends are teasing a person in your class who just got new braces.
During a test, you notice that the person sitting beside you is copying all of your answers.	A stack of library books toppled down, a classmate told the teacher you toppled the books on purpose.

<p>You notice a friend stealing money from a classmate. Your friend says "If you say anything, I'll come after you."</p>	<p>Your friend says he won the bike race last night but you know that he actually came in 3rd place.</p>
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<http://worksheetsplace.com> ©

SOURCE

11. Allow for talk time.

Give kids a lot of opportunities—both structured *and* unstructured—to talk to one another during the course of the day. Bouncing ideas off of one another or figuring out problems with a little give-and-take will help your students build understanding and confidence. Here are 10 great techniques to try with your students. When your class is cracking up and getting wiggly, taking a five-minute chat break is a great way to hit the reset button.

10 Fun Alternatives TO THINK-PAIR-SHARE.



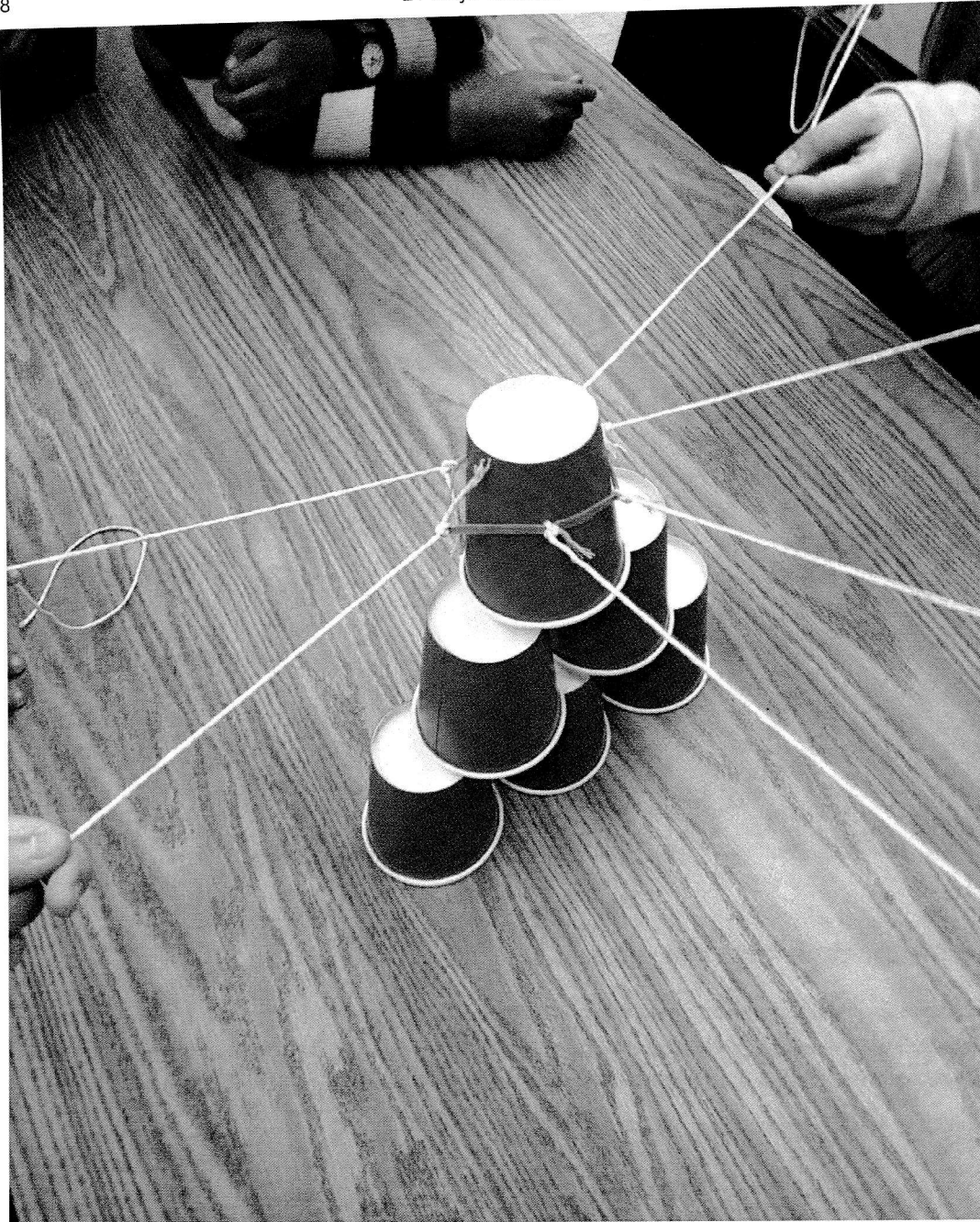
WE are TEACHERS

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12. Play games to build community.

Cooperative-learning games can promote social and relationship skills. There are tons of resources out there for activities to play in your classroom. Here's one we love: 10 Team-Building Games That Promote Critical Thinking.





SOURCE

13. Buddy up with an older or younger class.

Having a special connection with another class is a great way to build positive ongoing relationships in your school community. Kids are always amazed at how easy it is to find common ground with younger or older students. The big kids feel important and the little kids feel special. For how-tos, check out [The Power of Buddy Classrooms: 19 Ideas](#).



SOURCE

14. Build community with teams.

Consider an alternative seating arrangement that allows kids to sit in teams. Let each team create an original name, motto and flag. This is a great way for students to feel a sense of belonging, and it encourages collaboration and cooperation. Change up teams every 6 to 12 weeks.



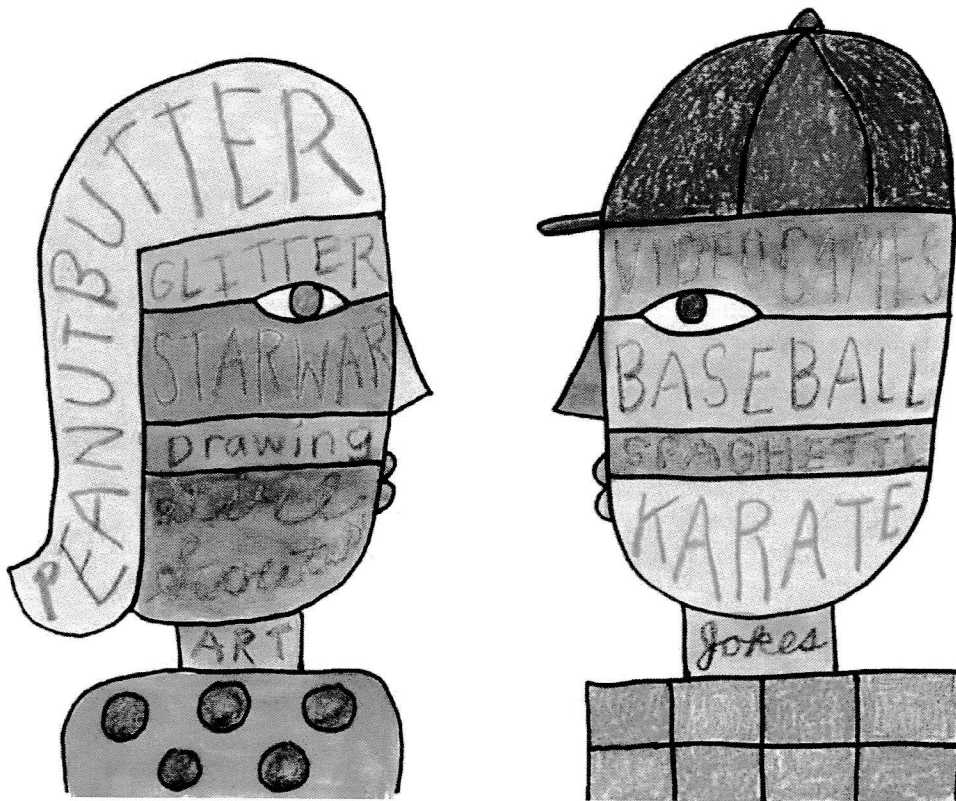
Give your student time to journal and free-write. Put on quiet music. Dim the lights. Make writing time a quiet, soothing break from busyness that your students will look forward to. For stubborn starters, you can provide a menu of optional prompts. For more information, read [6 Benefits of Journal Writing](#).

1. Your goals for this month
2. What don't you share?
3. A reason to celebrate
4. Describe where you are now
5. A dream that seems impossible
6. Something you hope for
7. What good are you doing?
8. The people who make your life better
9. A tradition that makes you feel at home
10. Your top five favorite movies
11. Someone you'd like to meet
12. Is your life what you imagined?
13. The best kind of laughter is...
14. A silly thing you'd really like
15. Where do you want to be
16. Something that truly doesn't matter
17. What you do when you are lost
18. A book from your childhood
19. What are you thankful for?
20. An evening ritual
21. A small change you'd like to make
22. A big change you'd like to make
23. Something you're still not sure about
24. The best dessert to share with friends
25. One thing you can't stop talking about
26. How do you spend a rainy day?
27. Your favorite things about yourself
28. Three things you do well
29. A story that captures your imagination
30. Memories beside a fireplace

SOURCE

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>

Sometimes students think and feel things that they can't quite put into words. Art is a great tool to allow them to explore topics from a different perspective. Sketch your thoughts and feelings out as a prewriting activity. Create a painting as an interpretation of a piece of music or poetry.



SOURCE

19. Assign interview projects.

Have your students interview each other throughout the year about topics such as cultural background, family traditions or opinions about a current event. Conducting a formal interview is different than a casual conversation and teaches skills such as focused listening and conversational skills. In addition, learning about their classmates will broaden their perspective as they consider that everyone's background and experience is not necessarily the same as their own.

Life History Questions

Schedule interviews with your grandparents or parents. With a digital recorder in hand, ask the questions below and record the answers. After the interview is complete, upload the recording and transcribe it to include in your family's history or in the interviewee's personal life history.

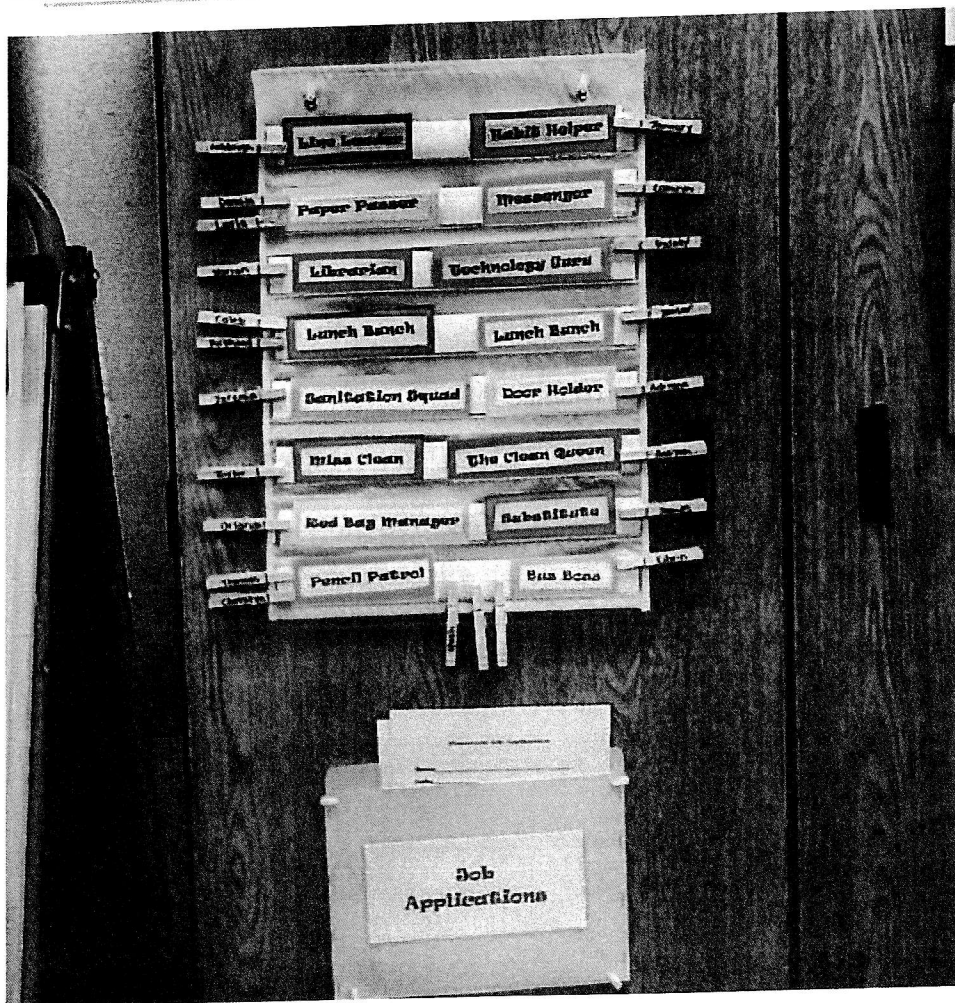
<ul style="list-style-type: none"> • Where and when were you born? • What cities did you live in growing up? • What was your first house like? • What was your room like? • What was your favorite toy or other item as a child? • What did a typical mealtime look like? • What meals did you regularly eat growing up? • What did you wear to school? • What were your favorite subjects? • What things do you not have as a child that we have today (e.g., cell phones)? • What was your relationship like with your siblings? Cousins? Friends? • Who was your favorite school teacher? Why? • Who was your first crush? Did he/she like you back? • What did you think of your first school dance? • What was your proudest moment as a child? • What was your relationship like with your mom? • What was your relationship like with your dad? • What special treats, meals, snacks, or other food did your family eat? • What holidays did you celebrate and how did you celebrate them? • Where did you go on staycation or vacation as a child? • What is your happiest moment as a teenager? • Your saddest? • What made you the most nervous during your teenage years? • What sports or other extracurricular activities were you involved in? • What did you most excel at as a child/teen/high school student? 	<ul style="list-style-type: none"> • What are your memories about the birth of your first child? • What was your happiest memory about being a first-time parent? • What has been the most fun part about parenting? • What has been the hardest thing about parenting? • How has faith/spirituality/religion/meditation played a role in your life? Examples? • How has exercise (sports, dance, yoga, etc.) played a role in your life? Examples? • How have service and charity played a role in your life? Examples? • How would you describe your personality? • What are your greatest strengths? • What are your greatest weaknesses? • Are you an introvert or an extrovert? • What has been your proudest professional achievement? • What has been your proudest personal achievement? • How did you balance work and home life? • If you could have a do over, what would you change? • What advice would you give to your teenage children/grandchildren? • What advice would you give to your single adult children/grandchildren? • What advice would you give to your married children/grandchildren regarding their marital relationships? • What advice would you give to your married children/grandchildren regarding parenting? • What advice would you give to any of your children/grandchildren regarding life in general?
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SOURCE

20. Put 'em to work.

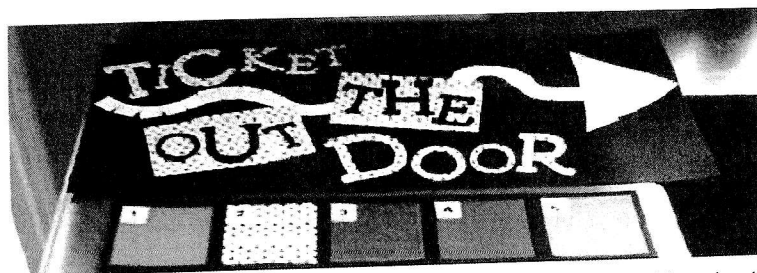
Classroom jobs teach responsibility and give kids ownership of their classroom. Pride in a job well done is a great confidence-builder. Here are 25 fun, easy job charts you can create for your classroom.



SOURCE

21. End each day with a checkout.

Circle up for just a few minutes at the end of each day to reflect on your day together. Check in with how your students are feeling, talk about what went well, read some notes from the kindness bucket and set some goals for tomorrow.



21 WAYS TO INTEGRATE SOCIAL-EMOTIONAL LEARNING

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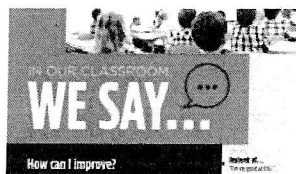


Posted by Elizabeth Mulvahill

Elizabeth Mulvahill is a passionate teacher, writer and mom who loves learning new things, traveling the globe and everything zen.

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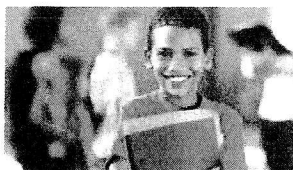
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Communication
and Collaboration

Tips and Strategies for Co-Teaching at the Secondary Level

Wendy W. Murawski • Lisa A. Dieker

Kali is a special education resource teacher who has 32 students with mild to moderate disabilities on her caseload. The special education department at Chavez High School (CHS) decided 2 years ago to organize by grade level, so most of the students on Kali's caseload are in the 10th grade, although she has two in the 9th grade and four in the 11th. At the end of the last school year, CHS teachers discussed at great length how the school was supposed to become more "inclusive" and how the No Child Left Behind (NCLB) Act might affect secondary special educators.

Although Kali was accustomed to teaching resource classes in English and algebra, her principal just informed her that she will be expected to "co-teach" so that more of her students could be included in general education classes and have their needs met in those classes.

Christien, a general education 10th grade English teacher, also was recently told that he would be co-teaching with Kali. It is only a few days

before school begins, and Christien and Kali find themselves meeting and asking the same questions. What exactly is co-teaching? How can it be done at the secondary level? What role will, or even should, Kali have in the general education classroom? Is this the same thing as being a glorified aide? Can co-teaching really help to meet secondary students' needs?

Secondary students with disabilities are expected to meet the same high academic standards as their peers without disabilities in general education classrooms, yet many do not experience success during their middle and high school years. This lack of success for students with disabilities at the secondary level often is impacted by miscommunication between educators (Smith, Polloway, Patton, & Dowdy, 2002), an increasing difficulty with assignments, and an inability to address diverse learning needs given the strong focus on content mastery.

Reith and Polsgrove (1998) aptly state that, "it is not enough to merely place students with [disabilities] in general class settings without providing appropriate training, materials, and sup-

port to them and their teachers. To do so surely invites their failure" (p. 257). How can these issues be addressed at the secondary level? One tool being used by many special and general educators to meet the needs of secondary students is co-teaching. Co-teaching is a method by which educators can meet the needs of students with and without disabilities who are struggling in a secondary class. The term "highly qualified" in NCLB is leading to discussions that perhaps will require secondary special educators to be licensed in any content area in which they provide individualized instruction in a self-contained setting.

Based on this possible interpretation, co-teaching is becoming an increasingly more desirable, and for some, a more feasible, service delivery option. In the spirit of NCLB, co-teachers jointly plan and conduct instruction in a coordinated fashion to ensure the success of all students (Friend & Cook, 2003). This method of instruction is likely to increase the outcomes for all students in the general education setting, while ensuring that students with disabilities receive necessary modifications yet are provided instruction by a content expert. These teachers help one another

In the spirit of NCLB, co-teachers jointly plan and conduct instruction in a coordinated fashion to ensure the success of all students.

by providing different areas of expertise that, when fused together correctly, can result in enhanced instruction for all students.

Though many schools are implementing co-teaching for students with disabilities in general education classrooms (National Center for Restructuring and Inclusion, 1995), teachers continue to search for strategies to make co-teaching a more feasible and beneficial alternative.

Both of us have had successful experiences co-teaching at the secondary level and now spend time consulting with school districts on strategies to make co-teaching a viable option for teachers. From our experiences, we are able to share practical ideas for preparing to co-teach at the secondary level. In addition, we provide teacher-friendly strategies specifically geared to the secondary level for the three major areas involved in co-teaching: planning, instruction, and assessment.

Preparing to Co-Teach

Faculty in secondary schools are well acquainted with change. New mandates or programs often are introduced at the beginning of a school year with the announcement that they are to be implemented immediately. This "ready, fire, aim" approach negates what we know about change needing time and professional buy-in. In accordance with the "ready, fire, aim" approach many schools take toward co-teaching and inclusive instruction, issues such as the following can arise:

- Teachers often are faced with schedules that are crafted before co-teaching teams are assigned; as a result, students with disabilities are often placed in classes that are already full.

- Special educators often are assigned to work with multiple teachers during the same class period, and thus, the teachers are not able to collaborate effectively with anyone.

Ultimately, these issues can result in (understandably) resistant teachers and a process that is doomed before it begins. Thus, educators who are considering co-teaching need to talk to their administrators and colleagues *before* starting the process. Reviewing the literature will reinforce the need for time—time to correctly schedule students, to develop a rapport with a future co-teacher, and to plan appropriate lessons to ensure that student learning occurs.

The Role of the Principal

One of the best approaches an administrator can take is to promote co-teaching by providing substantive information about this collaborative arrangement and encouraging teachers to proactively prepare for this change...*before* they

actually start the process. Table 1 provides some suggestions for preparing to co-teach, as well as questions that teachers can ask to better assess the needs specifically related to secondary co-teaching.

As with most educational initiatives, schools differ in their awareness and readiness level for implementation, as do the individual faculty members within each school. Teachers who are interested in co-teaching should begin by collecting and disseminating related articles and discussing these articles in general with their colleagues (see box, "Co-Teaching Resources" for articles that may help inform teachers and administrators interested in learning more about co-teaching).

The Roles of the Co-Teachers

Any collaborative relationship can be doomed if one partner dominates, or leads in a direction that the other partner is not expecting. Secondary teachers

Co-Teaching Resources

- Adams, L., & Cessna, K. (1993). Metaphors of the cotaught classroom. *Preventing School Failure*, 37, 28-31.
- Bahamonde, C., & Friend, M. (1999). Teaching English language learners: A proposal for effective service delivery through collaboration and coteaching. *Journal of Educational and Psychological Consultation*, 10(1), 1-24.
- Bauwens, J., & Hourcade, J. J. (1997). Cooperative teaching: Pictures of possibilities. *Intervention in School and Clinic*, 33(2), 81-85, 89.
- Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. *Remedial and Special Education*, 10(2), 17-22.
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- Boudah, D. J., Schumaker, J. B., & Deshler, D. D. (1997). Collaborative instruction: Is it an effective option for inclusion in secondary classrooms? *Learning Disability Quarterly*, 20(4), 293-315.
- Dieker, L. A. (1998). Rationale for coteaching. *Social Studies Review*, 37(2), 62-65.
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- Friend, M., Riesing, M., & Cook, L. (1993). Coteaching: An overview of the past, a glimpse at the present, and considerations for the future. *Preventing School Failure*, 37(4), 6-10.
- Gately, S. E., & Gately, F. J. (2001). Understanding co-teaching components. *TEACHING Exceptional Children*, 33(4), 40-47.
- Jones, M. M., & Carlier, L. L. (1995). Creating inclusionary opportunities for learners with multiple disabilities: A team-teaching approach. *TEACHING Exceptional Children*, 27(3), 23-27.
- Murawski, W. W., & Swanson, H. L. (2001). A meta-analysis of coteaching research: Where are the data? *Remedial and Special Education*, 22(5), 258-267.
- Salend, S. J., Johansen, M., Mumper, J., Chase, A. S., Pike, K. M., & Dorney, J. A. (1997). Cooperative teaching: The voices of two teachers. *Remedial and Special Education*, 18(1), 3-11.
- Walther-Thomas, C. S. (1997). Coteaching experiences: The benefits and problems that teachers and principals report over time. *Journal of Learning Disabilities*, 30(4), 395-407.

Table 1: Preparing to Co-Teach

Actions	Questions to Ask Yourself or Others
<ul style="list-style-type: none"> Assess the current environment 	<ul style="list-style-type: none"> What type of collaboration currently exists between general and special education? Has there been any discussion of inclusion, collaboration, or co-teaching? How do teachers react when they hear about students with special needs in general education classes? Are there any who react favorably?
<ul style="list-style-type: none"> Move in slowly 	<ul style="list-style-type: none"> What is our joint understanding of co-teaching as a service delivery model? May I teach or co-teach a lesson with you? Are there any areas that you feel less strongly about, in which I might be able to assist?
<ul style="list-style-type: none"> Involve an administrator 	<ul style="list-style-type: none"> How is the district addressing the least restrictive environment (LRE) mandate and the inclusive movement? Would our school site be willing to be proactive by including co-teaching? What discipline areas will we target first? How will we ensure that support is provided across all content areas, including electives? Would we be able to count on administrative support, especially with co-planning time and scheduling assistance?
<ul style="list-style-type: none"> Get to know your partner 	<ul style="list-style-type: none"> Could we complete a co-teaching checklist to help guide us in discussing our personal and professional preferences? Are there any pet peeves or issues that I should know prior to our working together? Do we both have the same level of expertise about the curriculum and instructing students with disabilities? How shall we ensure that we both are actively involved and neither feels over- or underutilized? What feedback structure can we create to assist in our regular communication?
<ul style="list-style-type: none"> Create a workable schedule 	<ul style="list-style-type: none"> How often will co-teaching occur (daily, a few times a week, for a specific unit)? What schedule would best meet the needs of the class and both instructors? How can we ensure that this schedule will be maintained consistently so that both co-teachers can trust it? How will we maintain communication between co-taught sessions?

by nature often are more territorial because of the subject-specific environment, and are often accustomed to teaching in isolation. Special educators who are interested in co-teaching in middle or high schools may first want to provide in-class support to a variety of general education teachers until they establish a rapport (Dieker & Murawski, 2003). They also may want to begin col-

laborating with one trusted colleague until their own co-teaching skills are developed.

Once a colleague demonstrates interest, teachers should involve an administrator in the conversation. Providing an administrator with relevant articles (see box, "Co-Teaching Resources"), data, and a proposed schedule, in addition to delineating the potential benefits for students at this level (e.g., preparing them for high school exit exams, college courses, social integration, or employment), is an excellent strategy. Teachers need to be prepared to answer questions related to logistics, relevance, disciplinary matters, and how co-teaching will impact student outcomes on grades, high-stakes testing, and standards-based instruction.

Finally, we encourage co-teachers to spend time getting to know one another. You can use one of numerous checklists (e.g., Adams & Cessna, 1991; Bradley, King-Sears, & Tessier-Switlick, 1997; Cook & Friend, 1995; Murawski, 2003) developed for assessing one's readiness to co-teach and to allow partners to craft an effective relationship. This type of proactive communication will help to set the stage for a successful partnership. We developed the worksheet in Figure 1 as a helpful guide for getting to know your partner before engaging in co-teaching at the secondary level.

Images of Co-Teaching

Once a team is formed, partners will need to consider the three major components of true co-teaching. These

.....

The "ready, fire, aim" approach negates what we know about change needing time and professional buy-in.

.....

Figure 1. Sharing Hopes, Attitudes, Responsibilities, and Expectations (S.H.A.R.E.)

Directions: Take a few minutes to individually complete this worksheet. Be honest in your responses. After completing it individually, share the responses with your co-teaching partner by taking turns reading the responses. Do not use this time to comment on your partner's responses—merely read. After reading through the responses, take a moment or two to jot down any thoughts you have regarding what your partner has said. Then, come back together and begin to share reactions to the responses. Your goal is to (a) Agree, (b) Compromise, or (c) Agree to Disagree.

1. Right now, the main **hope** I have regarding this co-teaching situation is:
2. My **attitude**/philosophy regarding teaching students with disabilities in a general education classroom is:
3. I would like to have the following **responsibilities** in a co-taught classroom:
4. I would like my co-teacher to have the following **responsibilities**:
5. The biggest obstacle I **expect** to have in co-teaching is:
6. I think we can overcome this obstacle by:
7. I have the following **expectations** in a classroom:
 - (a) regarding discipline
 - (b) regarding classwork
 - (c) regarding materials
 - (d) regarding homework
 - (e) regarding planning
 - (f) regarding modifications for individual students
 - (g) regarding grading
 - (h) regarding noise level
 - (i) regarding cooperative learning
 - (j) regarding giving/receiving feedback
 - (k) regarding parental contact
 - (l) other important expectations I have

Note: From Co-Teaching in the Inclusive Classroom: Working Together to Help All Your Students Find Success (Grades 6-12; p.36-37, by W. W. Murawski, 2003, Medina, WA: Institute for Educational Development.

include cooperating in the planning stage, the instruction of pupils, and the assessment phase. Effective co-teaching teams at all grade levels share in each of

these roles, *including* planning and assessment. The following are some practical tips and strategies for each of these aspects of secondary co-teaching.

Planning

Planning is an integral part of any effective teacher's schedule and is a proactive way to determine what standards will be addressed. At the core of co-teaching is determining what instructional techniques will be most efficient and effective in helping all students meet those standards. One of the major benefits of co-teaching is that teachers bring different areas of expertise. These diverse skills are helpful during the planning stage, as both educators can find ways to use their strengths to ensure that the lesson is appropriately differentiated for a heterogeneous class. Many considerations must be reviewed before planning in an effort to maximize teachers' time.

- Get administrative support in scheduling common planning periods. Select once or twice a week to use part of a period for planning. If your school is on a block schedule, an entire 90-minute period 1 day a week should be ample amount of time to plan 1 to 2 weeks of lessons. According to Dieker (2001), secondary teams can plan a lesson on the average in 10 minutes or less, assuming that relationship building occurred before co-teaching.
- If a common planning period is not a possibility, explore other options, as follows: Consider having a substitute

At the core of co-teaching is determining what instructional techniques will be most efficient and effective in helping all students meet academic standards.

or administrator cover the class occasionally, meet during student activities, have coverage during student assemblies or field trips, meet during regular lunch or after-school times, or some schools have either a school-

wide late start or early release day to ensure schoolwide planning time. Murawski (2003) offered other ways to find time, as well.

- Ask the general educator to provide an overview of content, curriculum, and standards to be addressed before the planning meeting. In return, the special educator should provide a snapshot of any individualized education program (IEP) goals, objectives, or possible modifications for students in the shared class (Dieker, 2002). This type of information sharing is critical at the secondary level where general educators are prepared to be content specialists and special educators are prepared to focus on individual learning needs. Therefore, this type of discussion across curriculum and IEPs is critical to the success of co-teaching. Both teachers can then jointly address how to present the content in order to maximize learning and retention for all students.
- Begin planning sessions by discussing *what* will be taught (content objectives) and *how* it will be taught (co-teaching approaches or adaptations/modifications). Try to save student-specific issues until the end of the planning session; otherwise, the majority of the planning time may be spent only focusing on one or two students.
- Use a premade co-teaching plan book. Dieker (2002) created it as one plan book for both special and general educators to use to assist in role delegation and to ensure that they made accommodations for students' learning or behavioral needs.
- Include days in which the special educator will take the lead on planning. At the secondary level, the special educator may or may not be able to lead the content, depending on their curricular strengths, but they still can take a lead role in lessons focused on general core content, test-taking strategies, social skills instruction, organizational techniques, or vocational lessons related to preparing students for college or future careers. General education teachers often have large quantities of grading every evening, and the ability to defer

the primary responsibility of planning a lesson will likely be welcomed and can be beneficial to all students.

Instructioning

The actual process of teaching in the same classroom to the same students at the same time is often the component that is most disconcerting. Giving up total control of the classroom can be daunting. If teachers take the time to address the following areas, however, instruction is frequently reported to be the most rewarding part of co-teaching.

- Find out more about the different approaches to instruction that have been well-documented and described

The goal of all secondary teachers is to ensure the future success of their students as they prepare to become responsible and productive citizens.

in the literature. Friend and Cook (2003) described the more common approaches as One-Teach-One Support, One-Teach-One Drift, Alternative Teaching, Parallel Teaching, Station Teaching, and Team Teaching. Co-teachers would be best served by reviewing these different models, in addition to real-life examples of how these approaches might look in a general education classroom. In addition to Friend and Cook, some other excellent references for more insight into different ways to collaboratively share the instruction in a classroom include Bauwens and Hourcade (1997), Friend and Bursuck (2002), and Hughes and Murawski (2001).

- Discuss learning style preferences. If one co-teacher is more kinesthetic/tactile and the other is more auditory/visual, these preferences can be infused into the lesson to assist students with varying learning styles. In addition, having more than one

teacher in the room makes addressing Gardner's (1993) multiple intelligences, or other methods of creativity and differentiation, much more feasible.

- Come up with unobtrusive signals for one another to communicate when it is time to move on, extra time needs to be given, one teacher needs to leave for an emergency, or a teacher sidebar is required.
- Give students short "brain breaks" to process information and to clear their heads. Use this time to have teacher sidebars to discuss how the lesson is going and what changes might need to be made. Recent brain research indicates that students need a "brain break" about every 10 to 15 minutes to summarize what they are learning (Jensen, 1998). These breaks are a great role for the special educator to take the lead in planning and delivering.
- Create signals with students that are consistent and can be used by either teacher to aid in transitions, to gain attention, or to make an announcement. Consistency and structure are important to classroom management at any level.
- Vary instructional practices. See Table 2 for a variety of complementary teacher actions during co-teaching at the secondary level. One of the key benefits of co-teaching is that having two instructors allows flexibility and creativity during lessons. Teachers often report that having another adult with whom to work breaks up the monotony of the typical school day.
- Post a structured agenda for the class, which includes the standard to be addressed, as well as an additional goal. At the secondary level, "soft" skills (such as social or study skills) often are not a conscious part of the curriculum. However, they are frequently a component of students' IEPs and they are critical for all students for success in life. A planned agenda helps both co-teachers and students remember the objective of the lesson; middle school and high school students often are capable of participating in planning and discussing these objectives.

Table 2: Teacher Actions During Co-Teaching

If one of you is doing this . . .	The other can be doing this . . .
Lecturing	Modeling notetaking on the board/overhead; Ensuring "brain breaks" to help students process lecture information
Taking roll	Collecting and reviewing last night's homework; Introducing a social or study skill
Passing out papers	Reviewing directions; Modeling first problem on the assignment
Giving instructions orally	Writing down instructions on board; Repeating or clarifying any difficult concept
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework; Providing a study or test-taking strategy
Re-teaching or preteaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining new concept	Conducting roleplay or modeling concept; Asking clarifying questions
Considering modification needs	Considering enrichment opportunities

- Use disagreements and discussions about content for modeling appropriate communication techniques among adults. Avoid second-guessing or disagreeing with one another about assignments, however, in front of students. Obviously, heated arguments among adults do not model effective collaboration or communication techniques.

Assessing

The link between instruction and assessment is key, especially in this time of high stakes testing. Assessing students to determine if they are learning and to identify what instructional changes may need to be made is a perfect area for collaboration. Special and general educators can work together to determine what is working instruction-

ally for the whole class, what areas may need revision or re-addressing, and if there are specific students who may need individual accommodations. However, as with the other areas of co-teaching, assessment requires that co-teachers take time to discuss potential areas for concern or disagreement...*before* they become a real issue.

- Recognize that grading frequently becomes a sticky topic and is one that should be discussed proactively to avoid confrontation. Because grades at the secondary level carry a lot of weight, general education teachers often are concerned about the implications of modifying assignments or grades. Teachers need to discuss students individually to determine what is appropriate for each and come to a consensus in advance.
- Consider a variety of options for assessing students with and without disabilities, to include alternative and authentic assessments, permanent product, and modified assignments.
- Devise a way to assess process and effort, in addition to final product. Discuss how students with IEPs will have their goals and objectives assessed and how these achievements will be reflected in their grade.
- Provide menus of assignments that allow students to self-select projects or papers that are of most interest to them. This technique allows for differentiation and encourages students to pick an assignment that best meets their particular learning style and to demonstrate their gifts and talents.
- Create rubrics that will help students (and co-teachers) see what is being assessed and how.
- Share the load by taking turns grading papers. At first, each teacher could grade a few of the same papers separately as a basis for comparison. Coteachers could then discuss and refine the grading standards to ensure reliability and validity between graders, in addition to providing a forum to discuss any potential differences.

Final Thoughts

As we have noted, educators can use two basic questions to guide the co-

teaching process. As teachers work collaboratively, they should continue to ask themselves, "Is what we are doing good for both of us?" and "Is what we are doing good for all of our students?" If the answer to these two questions is "yes," they should continue to co-teach, refining and improving as they go. They may even want to share their success with others.

If the answer to either question is "no," it may be time to revisit this article or to seek advice from other teachers who have had success with a co-teaching model at the secondary level. Ultimately, the goal of all secondary teachers is to ensure the future success of their students as they prepare to become responsible and productive citizens. Co-teaching, like any other proposed teaching methodology, needs to serve that goal for it to be a continued option in the secondary classroom. Following these tips and guidelines should help to ensure a successful and rewarding experience for both teachers and students alike.

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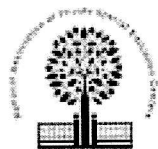
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TEACHING Exceptional Children, Vol. 36, No. 5, pp. 52-58.

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Regular Educators on the IEP Team

Aug 9, 2017

*Links
updated,
March 2017*

This
information
in Spanish |
Esta
información
en español



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- What IDEA says
- The regular educator at the IEP meeting
- Responsibilities beyond the IEP meeting

What IDEA Says

IDEA requires that at least one regular education teacher be represented on the team “if the child is, or may be, participating in the regular education environment.”

That's what IDEA says, for starters. IDEA also states that the regular education teacher must, to the extent appropriate, determine “appropriate **positive behavioral interventions and supports**, and other strategies for the child” [§300.324(a)(3)(i)]. Not insignificantly, the regular educator must also (to the extent appropriate) determine which “**supplementary aids and services, program modifications, and support for school personnel**” are needed to help the child:

- progress toward attaining the annual goals;
- be involved in and make progress in the general education curriculum;
- participate in extracurricular activities and other nonacademic activities; and
- be educated and participate with other children with disabilities and those who are not disabled [§300.324(a)(3)(ii) and §300.320(a)(4)].

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The Regular Educator at the IEP Meeting

The regular education teacher knows the

curriculum for a child's grade level and what children in regular education classes are typically expected to do. If the child is going to be educated in the regular education environment for any part of the



school day, then the child's regular education teacher may talk at the IEP meeting about what the child will be taught and expected to learn. This information can contribute directly to making decisions about what types of supplementary aids and services the child may need to be successful in that setting. These supports and services might include:

- adapting the curriculum,
- providing reading materials written at a lower reading level,
- using graphics along with written materials, or
- providing the child with a child assistant.

The regular education teacher may also tell the rest of the team what he or she needs to help the child understand the general curriculum and achieve the goals listed in the IEP.

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Responsibilities Beyond the IEP Meeting

IDEA requires that at least one regular educator serve on the IEP team, but many children with disabilities have more than one such teacher. It is very important that each of these teachers be well-informed about the child's IEP—what his or her goals are, what classroom or testing accommodations are to be provided, and what supplementary aids and services are necessary so the child can access and progress in the general education curriculum.

Because it's not always possible for all of a child's teachers to attend the IEP meeting, the school system *must* ensure that each regular education teacher (as well as other service providers working with the child) has access to the child's IEP and is informed of his or her specific responsibilities related to implementing the IEP. It's also a very good idea if teachers regularly review the IEPs of their students, refreshing their memory of the details and monitoring how well the IEP is addressing the child's needs, progress, and learning.

If the IEP needs to be revised to address either lack of progress or great progress, teachers responsible for the child's education are invaluable in alerting the rest of the team that it's time to gather and discuss what adjustments need to be made.

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****Highly Rated Resource!** This resource was reviewed by 3-member panels of Parent Center staff working independently from one another to

rate the quality, relevance, and usefulness of CPIR resources. This resource was found to be of “High Quality, High Relevance, High Usefulness” to Parent Centers.

Would you like to read about another member of the IEP team?

If so, use the links below.

- [Parents on the IEP Team](#)
- [Special Educators on the IEP Team](#)
- [Regular Educators on the IEP Team \(you're already here!\)](#)
- [A Representative of the School System](#)
- [Someone to Interpret Evaluation Results](#)
- [Others with Knowledge or Special Expertise About the Child](#)
- [Student with a Disability on the IEP Team](#)

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Sensory

Over-responsive
Sensory Avoiding

& Behavior

The sensory avoider requires calmer, more structured environments. Intervention is geared towards reducing the levels of stress and anxiety and preventing him from being overwhelmed by his environment. Sensory activities need to be utilized that will help the nervous system calm and organize itself, lowering the child's arousal, and thereby improving the child's:

- Sensory processing, organization, attention and focus
- Obtaining the calm alert state. The child learns to stay in the middle ground of arousal and not over react.
- Increase his functional interactions.

Intervention for Sensory - Behaviors

Sensory Integrative Techniques to influence the underlying sensory processing problem

Environmental Modifications:

- Identify the sensory components contributing to the child's over arousal.
- Take out: aversive sensory activities, activities perceived as stressful or components contributing to child's overload (i.e. noise, clutter...)
- Put In: predictable systems and schedules into the child's day. (Sensory stories advance warning of fire drills, changes in schedule and other unpredictable activities.)
- Therapeutic use of self- be calm, quiet and soft.

Sensory Diets: Schedule sensory-based activities into the child's day to modify arousal levels to assure the child has opportunities to get what he needs. Select one or two powerful activities to intersperse throughout the day to maintain optimal levels of arousal.

- Choose activities for their intensity and long lasting effects.
- Insert activity into child's schedule prior to him needing it. Keep the child calm and organized!
- Deep Proprioceptive activities have a calming and organizing effect and are the key to intervention. Use activities with resistance, weights, and heavy work like swimming, arm pushups, handstands, carrying or lifting heavy objects or playground activities e.g. climbing, monkey bars, pushing, pulling activities.
- Tactile activities using deep touch pressure, massage.
- Vestibular- be cautious. Vestibular input can *trigger* a sensory avoider. Start slow and combine it with proprioception i.e., jumping on trampoline or pogo stick, swinging, riding a bike or horse are examples.

Sensorimotor Strategies: Use enhanced proprioceptive input to increase sensory awareness and calm and organize the child for function. Use functional tasks and exercises with inherent proprioceptive feedback to help ground the child and lower his arousal levels. Work on;

- Postural control – slow sustained control
- Core stability
- Body scheme and body awareness
- Upper and lower extremity strength
- Oral motor control
- Fine motor and gross motor skills

Teach Self Regulation: Teach child to recognize his escalating behaviors and what strategies to use to calm himself.

Intervention: Avoids Task, Object or Activity

If a child is allowed to avoid a task by using negative behaviors, the behavior is reinforced and will continue. This child may avoid tasks for the following reasons:

Task is overwhelming:

- Modify task and environment to decrease stimulation.
- Break task into manageable pieces.
- Increase organization of the task.

Avoids task due to the sensory component.

- Treat the underlying sensory defensiveness using SI principles.
- Have child do heavy work prior to the activity.
- Modify the activity for less sensory feedback.

Fear of the task: Your choices are:

- Have the child do heavy work prior to the activity.
- Modify the task/activity for less sensory feedback.
- Utilize sensory or social stories to familiarize the child with all aspects of the task.
- Elect not to have the child perform the task if it disregulates him.

Lacks self confidence: during the task provide emotional support and encouragement. Positively reinforce at end of task.

Transitions: Prepare the child in advance with social stories; picture schedules visuals. Etc. Forewarn the child immediately in advance of the transition. "Five more minutes before we...; two more minutes before we..."

Learned fear of the task- This occurs when you believe the child has the skills, you have enhanced the sensory components to the task and yet the child anticipates the task and reacts negatively. You must get the child through the task without the use of avoidance strategies and change his perception from negative to positive:

- **Assure task success.** Provide assistance as needed. Break task into small parts.
- **Distract him through the activity and reward him** for task completion.
- **Utilize positive strategies** to change his perception:
 - Positive behavioral momentum and positive associations- tie activity to a preferred activity
 - Make activity more rewarding

Avoiding: People and Situations

The underlying sensory processing disorder leads to poor tolerance of sensory information resulting in high anxiety, quick frustration, short

fuses and the need to avoid people and new situations. Additionally there is the problem of anticipation and the unknown which heightens avoidance behaviors.

Familiarize child with all aspects of the new situation: Use social stories, teaching modules on related topics, include teaching rules and behavioral expectations for the new situation.

Practice related skills and activities: Teach skills in isolation and then incorporate into new situation.

Prompt desired behaviors and actions: Ignore the child's reactive response, model and shape desired responses/ behaviors and reward - reinforce. You may choose to use; re-run, positive behavioral momentum and positive association.

Teach self-regulation strategies to lower anxiety, arousal levels and sensory responsivity.

Teach appropriate social interaction skills and pragmatics in order to effectively interact in new situations.

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Sensory Modulation Series

Sensory-based behaviors are hypothesized to be the result of impaired sensory processing. *Sensory processing* is the term that refers to the way that the nervous system receives sensory messages and turns them into responses (Miller 2006). When a child has a problem with sensory processing he or she is not able to interpret and coordinate information from the senses. This may result in over-responsive, under-responsive or sensory seeking behaviors. These behaviors represent poor modulation of sensory information.

The child who is under-responsive to sensory information, is passive and does not register or react to sensory input at normal levels. It takes him longer to react and he requires additional sensory input to stay alert, register and process. He may be very bright but is often under-estimated because he is under-responsive, misses sensory cues, and lacks awareness of both his body and his environment. He may be lethargic, withdrawn or dreamy and self absorbed. In either case his passivity creates problems engaging in activity and functioning.

SENSORY BEHAVIORS

Activity level: Appears uninterested, not aware, withdrawn, slow with low tone and poor endurance, hard to get moving, apathetic, "cloudy", but usually compliant. Parents often report that as babies they seldom cried or fussed.

Passive: Is quiet, often a loner, appears disinterested and difficult to engage; may wander aimlessly. Seldom initiates play with others, conversation, or tasks. Lapses into daydreaming when not engaged.

Does not interact well with others: May not answer when name is called or engage in conversation with others. Not interested in things happening around him. Does not join in with peers; prefers to play alone; may lose self in daydreaming or fantasy. May not alter behavior when adults are upset with him because he is unaware, does not understand or does not process what is happening.

Clumsy and awkward: Frequently drops things, knocks things off tables or shelves, falls frequently or bumps into people and things. May bruise self and not notice. Has a "high pain tolerance", can hurt self without knowing or be ill and not feel pain. As babies they were not bothered by diaper rash, teething or ear infections.

Lack of awareness: Not sensitive to changes in the environment. Disorganized. Has difficulty with toilet training, bed wetting and other personal care skills. Clothing may be askew; face dirty or may have soiled clothing without seeming to notice. May not recognize hunger, thirst or being tired.

Mouthing: May mouth, lick or chew clothing, hands or objects.

Sensory behaviors in the passive, under aroused, under-responsive child are due to:

- Poor sensory registration
- Poor sensory processing
- Low arousal levels
- Poor sensory awareness of the extremities or body
- Low postural tone and endurance



Learning difficulties and school concerns:

At school, the under-responsive child is quiet and often well behaved. Transitions are seldom a problem as he is not sensitive to his surroundings. He may be led from activity to activity, or self absorbed in his own thoughts or fantasy. The child:

- Has difficulty starting and finishing projects as well as completing homework. Laboriously slow and cannot seem to organize to move faster. The child may verbalize that he is "stupid" or "his mind gets him into trouble". Others may label him as lazy, unmotivated or stubborn.
- Trouble paying attention- may "space out", wander or be self absorbed in his thoughts or fantasy. "Not with the program" unless really motivated. Unaware of things going on around him. Could be labeled a slow learner until you see his inner drive sparked and his true potential emerge.

AVOIDING
TASK

BEHAVIORS

AVOIDING
SOCIAL/ COMMUNICATION

The underlying cause of the passive behavior is that the child is under-responsive to sensory information. He has low arousal, low endurance, problems actively engaging and noticing things around him. It takes more sensory stimuli to get his under-responsive sensory system to respond and react. When an activity is under his sensory threshold, he may not register it and it may have no meaning to him. Task avoidance may occur because he is lethargic, withdrawn, not driven to interact, not challenged or he may mentally wander off. His social and communication skills are often poorly developed. He is often unaware of social innuendos, etiquette, may be unaware of shifts in topic, or may be disinterested in interactions. Issues of low self confidence and low self esteem arise as a result of being perceived as a "slow learner" and contribute to the child's shut down and lack of engagement.

Task Avoidance: Tasks that do not provide enhanced sensory feedback are difficult, unrewarding, and often have no meaning to the child with an under-responsive system. These problems lead to disinterest and task avoidance. In addition, this child often lacks the skills needed for fine, gross motor and speech. Task avoidance occurs because the:

Task has no meaning

Task may not be stimulating

Task lacks sensory feedback.

Task is boring to the child.

Task too difficult: Child lacks the skills needed for task.

Learned task avoidance

Child may anticipate the task and wander or escape into fantasy.

Child lacks self confidence: As the child gets older and has attained the skills, the child may not believe he can do the task.

Avoiding Social/ Communication


An under-responsive, passive child often lacks effective social and communication skills. His modulation problem, with its unresponsiveness to sensory cues contributes to passivity, decreased engagement and difficulty performing new or non-stimulating tasks. He is not sensitive to his environment, often does not understand new situations and tasks and may not care to interact with people or activities that do not grab his interest. He may learn to cry, whine or tantrum in order to communicate.

Least Restrictive Environment: The Basics

This document provides an overview of Least Restrictive Environment (LRE) and is intended to provide general guidance and offer considerations for Case Conference Committees when determining the appropriate placement for students with disabilities.

What is LRE?	<p>Least Restrictive Environment (LRE) is based on the premise that the general education environment is the <i>first choice</i> for educating all individuals. As described in IDEA, LRE should always aim to provide the following to individuals with disabilities:</p> <ul style="list-style-type: none"> • To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. • Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
Case Conference Committee Responsibilities	<p>The case conference committee (CCC) determines the services required to address the individual's needs and the environments where these services will be provided. The CCC is responsible for ensuring:</p> <ul style="list-style-type: none"> • Supports are available to teachers and other personnel that allow individuals with disabilities to be educated with their nondisabled peers; • All areas of special education, support and related services are considered; • All LRE decisions are documented in the IEP; • LRE is considered at least annually. However, an individual's needs may change and need to be reconsidered more frequently by the CCC; • The IEP includes an explanation of the extent, if any, to which the individual will not participate with nondisabled individuals in the general education settings and in extracurricular and nonacademic activities; and • The LRE is determined with consideration of any potentially harmful effect on the individual, and the quality of services that he or she needs.
Least Restrictive Environment Questions	<p>The CCC establishing the student's placement must consider the following questions:</p> <ol style="list-style-type: none"> 1. What specially designed instruction, accommodations, and modifications does the student require to access grade-level content standards? 2. What supports are needed to assist the teacher and other personnel in providing specially designed instruction, accommodations, and/or modifications? 3. How will the provision of special education will services, related services, and supplementary aids and services in the general education environment impact the student's ability to access grade-level content standards?

	4. If appropriate, describe the need to provide specially designed instruction, accommodations, and/or modifications outside of the general education environment.
LRE Considerations for School Age Students	<p>LRE considerations a CCC must address for school age students include:</p> <ul style="list-style-type: none"> • the services the student needs; • the supplementary aides and supports needed by the student; • the environment as well as what occurs in that environment; • the general education curriculum; • instruction; • a review of the appropriateness and educational benefit of each service and environment being considered for the individual • academic opportunities and settings that nondisabled individuals experience; and • non-academic and extracurricular activities in which nondisabled individual participate.
Supplementary Aids and Services	<p>Supplementary aids and services are aids, services, and other supports that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.</p> <p>These aids, services and supports can be provided in:</p> <ul style="list-style-type: none"> • general education environments, • education-related settings (e.g., field trips, work experience sites), • extracurricular settings (e.g., athletics, clubs, school plays, etc.), and • non-academic settings (e.g., school dances, school sponsored activities).
Accommodations	<p>Accommodations are supports or services provided to help a student access the general curriculum and demonstrate learning. An accommodation "levels the playing field" without changing what is being taught or tested. An accommodation is "intended to reduce or eliminate the effects of a student's disability," but does not reduce what the student is expected to learn.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Additional testing time • Large print textbooks • Use of audiobooks • Use of a calculator
Modifications	<p>Modifications are changes made to the performance expectations in general education classes. When curriculum is modified, the context and performance standards for a student with a disability are different than the context and performance standards of their nondisabled peers. It changes the playing field for a student.</p>
Continuum of Placements	<p>LEAs must ensure the availability of a continuum of placement options to meet the special education and related services needs of eligible individuals. The continuum of placements includes the provision of special education services in:</p> <ul style="list-style-type: none"> • general education classes, • resource rooms, • separate classrooms, • nonresidential schools or facilities, • residential school or facilities, • hospitals, and • homes.

	<p>Example of a continuum of placement options:</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><u>Least Restrictive</u></p> <ul style="list-style-type: none"> • General education with weekly monitoring from a special education provider • General education with daily consultation from a special education provider • General education with special education services and supports included in that setting which are aligned with the general education curriculum • General education with specific education services provided for part of the day in a resource room or a special education classroom • Self-contained special education classroom • Special day school (outside of the school environment) • Residential treatment facility • Hospital/homebound <p><u>Most Restrictive</u></p> </div> </div>
Placements other Than the General Education Environment	<p>After examining the general education classroom placement as the first option, the case conference committee may determine that a child may need to receive one or more services outside of the general education environment.</p> <p>For example, if a child cannot make progress toward the general education curriculum even when supplementary aids and services are provided, the CCC may determine that the student will receive specially designed instruction in a special education setting.</p> <p>Removal from the general education environment should only occur because the specific needs of the student cannot be met. Please note that a student should not be removed from the general education environment solely because the student needs modifications in the general education curriculum.</p>
Considerations for Placements Outside of the General Education Environment	<p>When some or all of a student's special education is to be provided in a special education setting, the CCC should consider the following questions.</p> <ul style="list-style-type: none"> • What are the reasons the eligible individual cannot be provided an education program in an integrated school setting? • What supplementary aids and supports are needed to support the eligible individual in the special education program? • Why is it not possible for these aids and supports to be provided in an integrated setting? • What is the continuum of placements and services available for the eligible individual?
Special School Placement	<p>As placement decisions are made, the CCC must first consider a placement in a school where the student's nondisabled peers are educated. Some students require that their special education needs be met in special schools which typically only provide programs for students with disabilities. Examples of this type of special school in Indiana include Indiana School for the Deaf and Indiana School for the Blind and Visually Impaired.</p>

What is the Student's LRE? Making the Decision

This document is intended to provide the Case Conference Committee with a step-by-step decision making process for determining a student's LRE.

When making the individualized placement decision for a student, the case conference committee should follow these steps.

1. First, review the grade level standards to which the student's IEP will be aligned
2. Review present levels of academic and functional performance and determine barriers to student's successful mastery of the standards.
3. Determine appropriate goals aligned to grade level content standards that will reduce or eliminate the barriers.
4. Determine appropriate special education services, related services, and supplementary aids and services required to meet the goals.
5. Next, review the continuum of placement options in sequence from least restrictive to most restrictive. Look at how each option currently exists, as well as how it might also be modified.
6. Now start the decision-making process by examining the general education classroom placement as the first option. Have a thoughtful discussion about the three factors below, considering each of the factors equally.
 - Consider whether the student can make progress toward grade level standards in the general education classroom with one or more of the following supplementary aids and supports:
 - accommodations
 - program and/or curriculum modifications
 - support from a special educator (including teachers, speech-language pathologists, and related service providers)
 - support from a paraprofessional
 - special education training for the general education teacher
 - assistive technology
 - Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
 - Compare the benefits provided in the general education classroom and those provided in a special education classroom or segregated setting.
 - Compare social and communication skills, as well as academic benefits.
 - Compare the relative benefits to the student.
 - Keep in mind that general education classroom placement is not dependent on whether the student is able to learn the same things in the same way as students without disabilities.
 - Consider the potential harmful effect on the student with a disability or the quality of services needed.

- Positive benefits might include social interaction with peers without disabilities, peer modeling, high expectations, and acceptance of others.
 - Harmful effects might include disruptive behavior that impairs the student's learning or that of others even with the implementation of a BIP.
7. Keep in mind the placement decision cannot be solely based on the following:
 - *Eligibility category *Severity of the disability *Language and communication needs
 - *Current delivery system *Needed modifications to the curriculum
 8. Please note that the placement decision should never be based on the following:
 - *Administrative convenience *Availability of space or services *Funding
 9. When there is a reasonable likelihood that a student with a disability can make progress toward grade level standards in the general education classroom with supplementary aids and supports, then placement in that setting should be implemented for as much of the school day as possible.
 10. If the case conference committee agrees that the student should receive part or all of the special education services outside of the general education classroom, then the IEP must also provide opportunities for participation in general education programs in academic, nonacademic, or extracurricular activities, as appropriate.
 11. If the case conference committee agrees that the student's IEP cannot be satisfactorily implemented in the general education setting, even with the provision of special education services, related services, and supplementary aids and services, then the committee can consider a more restrictive placement. The committee should plan for a more fully inclusive placement in the future.
 12. Finally, clearly articulate on the IEP document the placement decision and the justification for it based on the above considerations.