Beyond the Basics

November 2, 2018
Elementary School

Agenda

Curriculum

ALS

Report Cards
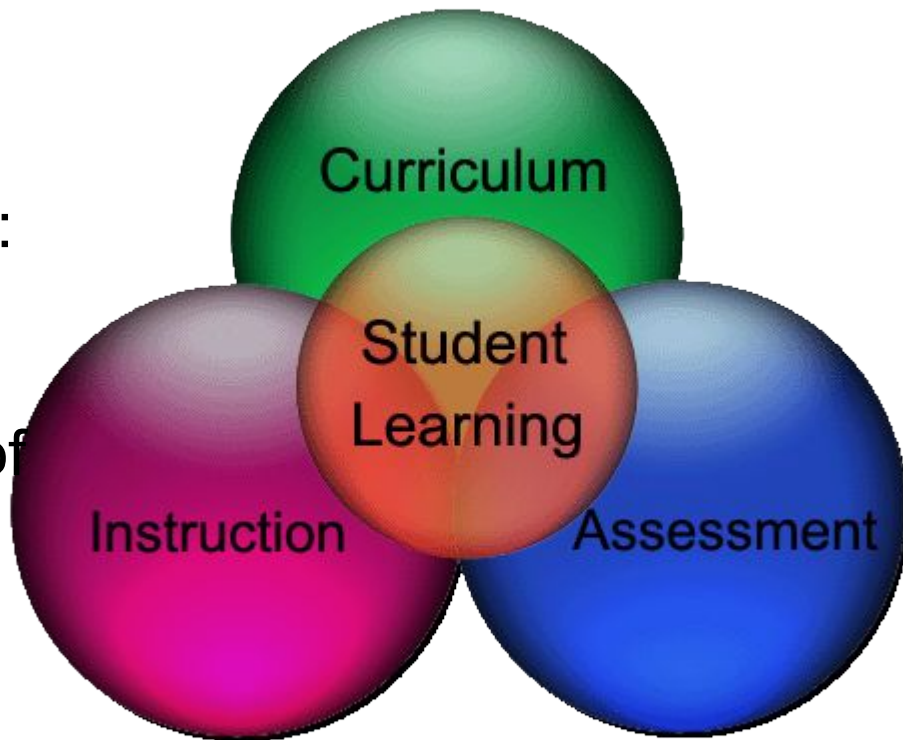
SCRAM

Procedural Safe

Para

Wrap Up

Number Worlds Curriculum:

Move to other side of room.

Everyone else:

Stay here

Curriculum Breakouts

ACC, ECC & Jordan Valley - work with Derick

<u>Guiding Discussion Questions</u>

- How are you supplementing _____ ?
- What is working for you?
- What challenges are you having that you are trying to resolve?

Alternative Language Services

Special Education Standards based
Report Card Training

2018

Presented by Carin Cushing

Why Standardized Report Cards?

Rules

- A students grade can reflect a modification has been made for the student to access the general education curriculum. The modification should be documented in the IEP (assessments section, and modification/accommodations section).

- Students may have something on the report card that refers them to another document that more fully describes their progress.

Learning Goals

- Since information about both academic and nonacademic factors is important but disguised when combined into a single grade or mark, the simplest solution is to report information on these various factors separately (Jung and Guskey 2012).

- Canyons has chosen the following way to do it:

Canyons Report Card

Process

Language Arts ABC

	Term1	Term2	Term3

Reading Literature: I can...

	Term1	Term2	Term3
Answer questions to demonstrate understanding of text			
Retell stories with main ideas and key details			
Recognize the sequence of events in a story			
Identify plot, setting, and characters in a story			
Compare and contrast two or more stories			

Reading Informational Texts: I can...

	Term1	Term2	Term3
Answer questions to demonstrate understanding of a text			
Identify the main topic within texts and paragraphs			
Use various text features (e.g., captions, bold print, subheadings, glossaries) to locate key information			
Compare and contrast the most important points presented by two texts on the same topic			

Foundational Skills: I can...

	Term1	Term2	Term3
Apply grade-level phonics and word analysis skills in reading			
Read on level text fluently with accuracy, appropriate rate, and expression			

Writing: I can...

Write opinion pieces using reasons			
Write informative texts to convey ideas			
Write narrative texts to recount events			
Gather information to answer a question			

Speaking and Listening: I can...

Engage effectively in discussions (partners and groups)			
Recount or describe key details from information presented orally			
Use complete sentences when retelling an experience			

Language: I can...

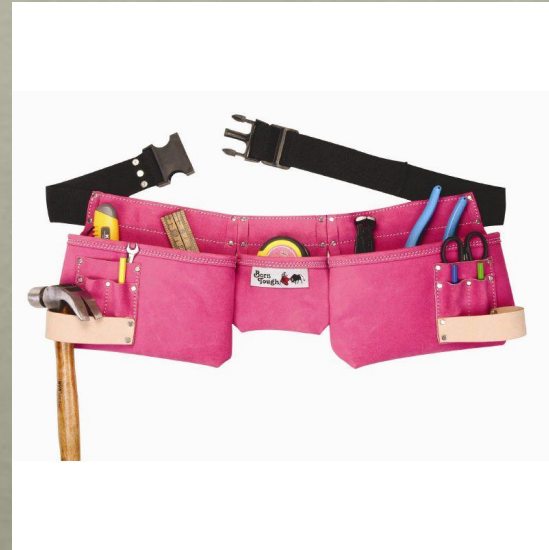|			
Demonstrate command of grammar (e.g., parts of speech, verb tenses, and plurals)			
Uses correct capitalization and punctuation			
Apply grade-level phonics and word analysis skills in writing			
Clarify the meaning of unknown words, multiple-meanings, and phrases			

Product

Mathematics 2-3

	Term1	Term2	Term3

Operation and Algebraic Thinking: I can...

	Term1	Term2	Term3
Add and subtract word problems within 100			
Fluently add within 20			
Fluently subtract within 20			
Determine if a group of objects is odd or even			

Numbers and Operations Base Ten: I can...

	Term1	Term2	Term3
Understand place value to the hundreds place			
Skip count by 5's, 10's and 100's			
Read and write numbers to the 1000's place			
Compare numbers using the <, >, and = signs			
Add or subtract to 1000 using models			
Mentally add and subtract 10 or 100 to a given number			
Add 2 digit numbers with and without regrouping			
Subtract 2 digit numbers with and without grouping			

Measurement and Data: I can...

Estimate and measure lengths using customary and metric units			
Use addition and subtraction to identify and measure length			
Tell and write time to the nearest 5 minutes using analog and digital clocks			
Solve problems involving money using the correct symbols			
Collect and plot measurement data on a line			
Draw picture graphs and bar graphs to represent data			

Geometry: I can...

Recognize and draw shapes having specific characteristics			
Divide a circle and rectangle into two, three and four equal parts			

Progress

- SEP Portion of the report card.

- Data collected throughout the grading period

- There is a large amount of research supporting the inclusion of students with disabilities in the regular education classroom, however the grading of these students within the general education classroom can pose challenges. When students receive out of grade level instruction it is often confusing to decide whether grades should reflect effort or process of learning, production of what a student should be able to do, progress towards grade level standards, progress towards instructional level standards, or progress towards IEP goals. (Jung &Guskey 2012).

What Tools are in our Belts to help convey Meaningful Progress?

A Model for Grading Exceptional Learners

For each reporting standard ask:

1. Is this an appropriate expectation without adaptations?

No. The student will need adaptations in this area.

Yes. The student can achieve this standard with no supports or adaptations.

No change in grading is required.

2. What type of adaptation is needed?

Accommodation. The required adaptations do not alter the standard.

No change in grading is required.

Modification. The required adaptations fundamentally change the standard.

3. Determine the modified standard. Change the standard to include appropriate skills and criteria for this student.

4. Grade based on modified standard. Use the same grading "ruler" as for the class, but on the appropriate standard.

5. Report the meaning of modified grades. Add a notation to the report card and the transcript, and connect to a progress report.

Source: Adapted from Jung, L. A., & Guskey, T. R. (2007). Standards-based grading and reporting: A model for special education. *Teaching Exceptional Children*, 40(2), 48–53. Copyright 2007 by the Council for Exceptional Children. Reprinted with permission.

decide how to grade our special education students.

Model for Grading our SPED Students

Step One

- **Is this an appropriate expectation/standard without adaptation?**
  - Will the student be able to meet the standard without changes or extra support?
  - General education and special education teachers should determine this together.

YES

- This means that the student can achieve the standard without accommodations or modifications.

- If there is not an adaptation needed for the standard, then the student will be graded accordingly.

NO

- This means that the student will need an adaptation (accommodation or modification) in order to show mastery on a standard area.

The next question then becomes: What type of adaptation is needed?

Accommodation or Modification

- Accommodations are adaptations in how a student accesses information and demonstrates learning. They do not fundamentally change the content, instructional level, or performance criteria. Accommodations are made to give a student equal access to learning and an equal opportunity to show what he or she knows.

- Modifications are adaptations to a curriculum that may alter the grade-level expectation, but does not alter the content standard. This is to provide a student with opportunities to participate meaningfully along with other students. Modifications may be: change in instructional

Accommodation

- **If the student requires accommodations to show mastery on a standard, then you must determine what accommodations are appropriate.**

 Example: Standard: "Write narrative text to recount   events". An accommodation may be to provide a vocabulary list from the story to support writing.

Accommodated Standards Grade

- **Who MAY receives accommodations on the report card?**

- *Any student who has an active or current IEP or 504 in which accommodations are listed on their IEP.*

- **If a student only qualifies for special education in one area (i.e reading) can they receive a grade based on accommodations in other areas (i.e. math)?**

- *Yes if that accommodation is necessary for them to understand grade level content information, such as reading the math problems to them.*

- **Who decides whether or not a student receives a grade based on accommodations?**

- *The general education teacher along with the special education teacher*

Accommodated Standards Grade

- **Who determines what grade the student receives on the report card?**

- *Both the general education teacher along with the special education teacher should gather all relevant data pertaining to the student and give grades based on the outcome of the data. Example may be: A 3rd grader working on Reading Street may be able to "determine a key idea and details" over only 1 trial when the story is read to him in class. In the resource setting using Reading Mastery, he has been able to show it over 3 trials using the same accommodation. They should then determine together if he has shown mastery.*

- **Do we put a special mark on the report card for students who are receiving accommodations?**

Modifications

- **Using a modification means that as a team you have decided that a student is making progress but receiving maximum support and has to have the curriculum modified to possibly meet the standard by the end of the year, or making insufficient progress to meet the standard by the end of the school year and is receiving modifications to the curriculum. As a team you will then decide on modified expectations that the student will be able to achieve with appropriate services and support.**

- **You want to modify the expectation based on the grade level standard and also with the IEP goals in mind.**

Example:

3rd grade standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. . (CCSS RI.3.1)
 "Answer questions to demonstrate understanding of text" (report card)

　　You know that the student is reading on a 1st grade level and can answer questions at this level. You would then know you need to modify this standard to:

Standard. RI. 1.1is: Ask and answer questions about key details in a text. (CCSS RI.1.1) "Answer questions to demonstrate understanding of text" (report card)

Modifications

- After you determine that a modification is needed:

- You would mark on the grade level report card either a 2 (making progress) or a 1 (insufficient progress) with a hashtag # behind it. This indicates that you do not believe the student will meet the GRADE LEVEL standard by the end of the year and he needs modifications to work towards this standard.

- You would then want to know what that modification is and how the student will be working on it to close the

Modified Standard Grades

A modified standard is an expectation for student performance that is based on where the student is currently achieving on an academic standard rather than grade-level standard.

Who May possibly receive grades based on modified standards?

Special education students with an active IEP.

If a student qualifies for SPED in only one area (i.e. reading), can they receive a grade based on modified standard in another area (i.e. math)?

No, but they may receive accommodations or interventions in those areas. An example might be that text may be read to the student in math, science, social studies. This doesn't change the content being taught, only the way it is being given. Modified grades should only be given for the content area in which they qualify for special education.

Who decides whether or not a student receives a modified grade?

Modified Standards Grades

- **Do students who are receiving a modified standards grade still take grade level district assessments such as RISE?**

- *Possibly. It is up to the IEP team to decide what assessment should be used for each student individually. You will still want to follow the state guidelines for choosing assessment for students.*

What is best practice to communicate to parents what their students modified standard may be?

With our report card we want the information to be meaningful to the parent and student. If they see "Insufficient Progress" (1#), we want to let them know what that means for their

Modified Standards Grades

- *How do we convey important and pertinent information to parents without killing ourselves with paperwork?*

- *The report card shows that a student has access to grade level core content standards, and it shows how a student is progressing on those standards.*

- *IEP progress reports communicate to parents how the student is doing on IEP goals.*

- *If we are writing standard based IEP's then we can communicate all of that information on both reports for the most part. However we do not want to write an IEP goal for every standard so you can use some other tools to help*

Tools

Measuring Progress on Modified Standards

- The federal special education requirement with which schools struggle the most is progress monitoring and reporting (Etscheidt, 2006).

- "The IEP is not sufficient to guide daily progress monitoring and grading for exceptional learners. Instead, IEP's create the broad structure from which a more detailed and practical day-to-day plan can be developed. (Jung & Guskey 2012)

Progress on Modified Standards

- Choose the measurable outcome you want for the standard.

- Next, choose the interventions/programs you will use. We use Reading Mastery, Core Connections, Numbers World, Focus Math, Connecting Math Concepts, AIMSWEB, DIBELS, etc…

- Third is use a data collection system. All of the above programs have a system in which to collect data. "Students in classrooms using technology-based progress monitoring outperformed those in classrooms without technology (Spicuzza, et al., 2001; Ysseldyke, Spicuzza, Kosciolek, and Boys, 2003).

What does this all mean?

- According the Office of Civil Rights (2006) when report cards are used to communicate student progress to parents, it is permissible to indicate that students are receiving modified curriculum. The report card that is provided to SPED students should be just as meaningful as report cards that are provided to all other students.

- For students with IEPs, communicating grades for work that is aligned to instruction provides meaningful information about the student's achievement or progress.

- In areas where only accommodations are needed, students with IEPs should receive grades according to the same criteria as all other students on their grade level. They should not receive a penalty for needing accommodations.

- For areas where modifications are required, grades should be based on the modified standards. Clear communication of the grades is important. Some indication is necessary to indicate that the grade is based on that modified

Working with General education teachers

- You and the general education teacher should have decided together what accommodations are being used for the students receiving special education services. Make sure they are part of the process of creating the accommodations on the services page. Be explicit about what you are doing in the resource class for them and what they should be doing in the regular education setting for them. If it is reading a test aloud or reading a passage and having them answer the questions, then they should be doing that in the class. If the report card standard is "answer questions to demonstrate understanding of text" and they have an accommodation of text being read a loud, then if they can accomplish that standard at grade level, it should be marked "mastered".   If they can do it in the resource class on grade level with that accommodation, you have to talk with the regular education teacher to let them know so that information will be reflected accurately on the report card.

- If modifications are being made for a student, then as a team discuss what level the student is working on and how you are going to assess their progress toward mastery at that level.

Communicate with General Ed. Teachers

IEP at a Glance
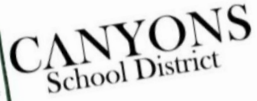**Create PDF**

Letter to General Ed. Teachers

- **General Educator duties for Students with Accommodations:**

- Meet with the resource teacher to understand what accommodations are allowed for each special education student, and what standards/objectives will be their focus while the student is in the resource setting.

- Assess student in the general education classroom setting, allowing for accommodations that have been chosen for the student.

- For the report card, discuss data from both settings and decide on a grade based on the combined data. (The resource teacher will be providing data only on what standards they are focusing on in their

General Ed. Teacher Letter

- **General Educator duties for Students with Modifications:**

- Meet with the resource teacher to understand what modifications are being put in place for each special education student, and what standards/objectives will be the focus while the student is in the resource setting.

- Assess student on standards being taught while the student is in the general education classroom setting.

- For the report card, discuss data from both settings and decide on a grade based on the combined data. With standards in which the student is receiving modifications this will usually be "Not Yet Mastered". (The resource teacher will be providing data only on what standards they are focusing on in their setting, the general education

References

- Lee Ann Jung and Thomas R. Guskey, (2012)Grading Exceptional and Struggling Learners

- Lee Ann Jung and Thomas R. Guskey (2010) Preparing Teachers for Grading Students with Learning Disabilities, *Insights on Learning Disabilities Worldwide*

Provider initials on the bottom section need to match Case Manager name on top right.

SCRAM FORM
Updated Aug. 2016 sm

CANYONS School District

School Year: 2017-2018

Birthdate: 4/15/05   Student ID 9876543

Case Manager: Ana Rodriguez

Date of last IEP: 1/31/18

STUDENT INFORMATION

Student Name: Stacey Nofsinger
School: Halloween Alley Middle School
Parent/Guardian: Keith & Paula

Entry Date	Exit Date	Exit Code***
4/16/18		

***Exit Codes
A: Return to Regular Placement
S: Service Change
D: Reached maximum age (end of term following the 22nd birthday)
_____ school (use for any transfer, dropout, or high school comp.)
_____ school _____ is still enrolled

School Transferring to: _____

SPECIAL EDUCATION SERVICES PROVIDED

KEY: **G:** General Education class; **S:** Special Education class; **O:** Other setting   **D:** Daily; **W:** Weekly; **M:** Monthly; **O:** Other frequency

Special Education Services:	Provider Initials	Location	Amount of Time	Frequency	Weekly Minutes
Resource	AR	☐G ☒S ☐O	577	☐D ☒W ☐M ☐O	577
Related Services:					
Psych	NB	☐G ☒S ☐O	30	☐D ☒W ☐M ☐O	30
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
				Total Minutes Per Week	607
(This number determines SCRAM Time Service Pattern Code.) Total Weekly Minutes Divide by 5 = **Average Minutes/Day**					121

SCRAM Entry Date

School Year: 2017-2018

STUDENT INFORMATION

Student Name:	Stacey Nofsinger
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Parent/Guardian	Keith & Paula

Birthdate: 4/15/05 **Student ID** 9876543

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Entry Date	Exit Date	Exit Code***
4/16/18	4/15/18	S

School Transferring to:

***Exit Codes**
A: Return to Regular Placement
S: Service Change
D: Reached maximum age (end of term following the 22nd birthday)
X: Exited school (use for any transfer, dropout, or high school comp.)
Blank: Leave blank if student is still enrolled

If services are changing - Entry date must change. It CAN'T be the first day of school year. Finalize IEP.

Procedural Safeguards

UTAH STATE BOARD OF EDUCATION
SPECIAL EDUCATION RIGHTS OF
PARENTS AND CHILDREN

PROCEDURAL SAFEGUARDS NOTICE

Here is a copy of the Procedural Safeguards. Included you will find detailed information regarding your right to:

- **Be notified in writing before any changes or actions are taken.**

- **Refuse or give consent before testing or placement decisions are made.**

- **Review your child's educational records.**

- **Participate in meetings held about your child.**

- **Receive regular reports about your child's progress on IEP goals.**

- **Know your child's rights related to discipline.**

- **Understand the procedures to follow if you have concerns regarding the special education program of your child.**

Reminder: Procedural Safeguards should be provided at least one time a year, as well as upon initial referral, when a parent or the school requests an evaluation, or upon receipt of the first state complaint or due process complaint in that school year.

Revised 09/18

- Quick
- Parent friendly explanations
- Staff reference
- NOT to be handed out, but reviewed

Critical Need Paraprofessionals

David and Tif

What are Critical Need Paraprofessionals?

- Critical Need Paraprofessionals (CNP) are aides hired to provide support to a specific student when there is a significant medical, behavioral or academic need that cannot be met with existing staff.
  - CNP's are:
    - meant to be a short-term support
    - reviewed regularly to determine on-going need
    - attached to a student, if the student moves to another school, so does the para and/or hours, if the student leaves CSD, the CNP hours end.
    - hired by the school

CNP application Sections 1-2

Special Education
Critical Needs Paraeducator Request Form
(To be completed by school special education staff)

Office use Only

Approved ☐   Not Approved ☐

Student Name(s) (#s): _____   DATE _____

School: _____ Sp. Ed Classification(s) _____ Grade(s): _____

Sp. Ed Teacher(s): _____   Gen. Ed. Teacher(s): _____

Teacher Specialist: _____

Is this the   ☐ Initial Request
           ☐ Continued Request – date of first request _____/_____/_____

Document the need for a support assistant by answering the following questions:

1. Reasons for request

☐ Academic Assistance   ☐ Toileting
☐ Adapting general curriculum   ☐ Feeding/lunch
☐ Monitoring behavior & transitions   ☐ Bus Assistance
☐ Safety issue   ☐ Classroom assistance
☐ Self Help   ☐ Data collection

2. If behavioral issues are a concern for this request then does the student(s) have a current Behavior Plan?   ☐ YES   ☐ NO   ☐ Developing

Section 3

3 What personal supports have been consulted with or used to help with this student (OT. PT, School Psychologist, Speech and Language Pathologist, Teacher Specialist, Behavior Specialist, other school personal, peer tutors, etc.)? What were the results of that consultation or implementation?

WHO?	Results	DATE
Occupational Therapist	Report attached- OT services	10/19/16
School Psychologist	School Psychologist Services on IEP Observation Data Attached	09/08/16
Speech/Language Pathologist	Details on IEP No additional support needed	09/08/16
Teacher Specialist	Email attached	10/19/16
Other Service Provider		

Section 4

4. What alternative supports/accommodations have been provided to the student or options discussed prior to the request for a para?

Supports/Accommodations	Initiated/Discussed	Results
Self-Contained Classroom	initiated 10/6/16	Needs one-on-one support to be safe and successful
Shortened School Day	initiated 10/6/16	He attends school from 9 AM to 10:30 AM

Section 5

5. Review the student's day by period or activity and indicate the times and support needed.

ACTIVITY/CLASS	TIME (START AND FINISH)	*ACCOMMODATIONS* NEEDED	*WHY?*	*WHO?*
Morning Work, GE classroom	9:00-9:10	Help with morning routine, staying seated, and staying on-task	Luke is unable to complete these tasks independently	Currently the principal
Whole Group Instruction-ELA, GE classroom	9:10-9:30	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Currently the principal
Independent seat work-ELA, GE classroom	9:30-9:45	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Achievement coach and principal
Whole Group Instruction-Math, GE classroom	9:45-10:00	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Achievement coach and principal
Independent Seat Work-Math, GE classroom	10:00-10:15	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Achievement coach and principal

Section 5 cont'd-Examples

Schedule w/o CNP

Current Class Caseload **without** a critical needs paraeducator. We have to have one-on-one support each day so the following people participate to ensure each minute is covered while Luke is here:

- Principal
- Achievement Coach
- School Psychologist
- Administrative Assistant
- Resource Teacher
- Speech and Language Pathologist

Luke needs to be walked into the school and taken to class at the beginning of each day and escorted to his parents at the end of his school day. Luke runs away when he is not escorted. He is not aware of his surroundings.

Monday:	Escorted by the principal
9:00-9:30	General education classroom with the principal
9:30-9:45	Observation/data collection in general education classroom with the achievement coach and principal
9:45-10:15	General education classroom with principal or achievement coach
10:15-10:30	Recess- one-on-one support for safety with the principal, achievement coach, or administrative assistant

Tues-Thur:	Escorted by the resource teacher into school
9:00-9:35	Special education classroom with the resource teacher
9:35-10:15	General education classroom with the school psychologist, principal, achievement coach, or speech pathologist
10:15-10:30	Recess- one-on-one support for safety with the principal, achievement coach, school psychologist or administrative assistant

Friday:	Escorted by the principal or achievement coach
9:00-9:30	General education classroom with the principal
9:30-9:45	Observation/data collection in general education classroom with the achievement coach and principal
9:45-10:15	General education classroom with principal or achievement coach
10:15-10:30	Recess- one-on-one support for safety with the principal, achievement coach, or administrative assistant

Schedule with CNP

Current Class Caseload **with** a critical needs paraeducator.

Monday:	Escorted by the CNP
9:00-10:15	General education classroom with para support
10:15-10:30	Recess- one-on-one support for safety with the para

Tuesday:	Escorted by CNP
9:00-9:30	General education classroom with para support
9:30-9:45	Special education classroom with the resource teacher
9:45-10:15	General Education classroom with para support
10:15-10:30	Recess- with para support

Wednesday:	Escorted by CNP
9:00-9:30	General education classroom with para support
9:30-9:45	Special education classroom with the resource teacher
9:45-10:15	General Education classroom with para support
10:15-10:30	Recess- with para support

Thursday:	Escorted by CNP
9:00-9:30	General education classroom with para support
9:30-9:45	Special education classroom with the resource teacher
9:45-10:15	General Education classroom with para support
10:15-10:30	Recess- with para support

Friday: Escorted by the CNP

9:00-10:15	General education classroom with para support
10:15-10:30	Recess- one-on-one support for safety with the para

Sections 6-7

6. Total hours requesting 12.5

7. Daily Hours: Monday 2.5 Tuesday 2.5 Wednesday 2.5 Thursday 2.5 Friday 2.5

Sections 8-10

8. Indicate which student goal(s) from the IEP will require para assistance in order to be attained.

Goal:	Luke will use his words to communicate instead of grunting, whining, screaming, or yelling, with no more than five verbal outbursts as measured by classroom observations conducted every three weeks.
Goal:	Luke will maintain an average 60% on-task rate of behavior as measured by classroom observations conducted every three weeks.
Goal:	When given his pre-written name, Luke will trace the letters legibily across three daily trials.
Goal:	Luke will correctly identify 4/5 shapes (including: circle, triangle, square, rectangle, hexagon) across 4/5 probes.
Goal:	Luke will be able to orally county to 20 across three trials.
Goal:	

9. Projected need

☐ Short-term: 2 – 6 weeks (i.e. to help with transitions, BIP implementation etc.)

☒ Long-term: 6 or more weeks

☐ End of current school year (Continued need will be reviewed)

10. Describe your plan to fade the additional classroom support while increasing student independence through this school year: *(Please see guidelines below)*

The critical need para will start out one-on-one with Luke as he struggles to stay on-task, stay seated, complete work, and interact appropriately with peers. As Luke demonstrates better self-control based on his daily behavior tracking sheets, the para will monitor Luke's behaviors from a short distance, provide encouragement to complete tasks independently, and intervene as necessary. Once Luke has shown he is capable of demonstrating self-control 75% of the time, the para will increase the distance at which they monitor Luke, and decrease their daily hours until the data from Luke's daily behavior tracking sheets shows that he is capable of demonstrating self-control 90% of the time independently with no incidences of aggression towards peers.

Sections 11-15

11. ☒ A current detailed staff schedule is attached to this request (without the use of the critical needs para)

12. ☒ A projected schedule is attached to this request (critical needs para is included and times he/she would support)

13. ☒ Current class list/caseload is attached to this request

14. ☒ Are there any relevant family or environment factors that are impacting this students performance at school? ☒ YES (please attach notes)   ☐ NO

15. ☐ Include all relevant data that identifies the need for the additional support

Sections 11-15 Cont'd

Resource Caseload
2016-2017

Teacher: Mr. Kenobi- Part time teacher (20 hours weekly)

Student Name:	Minutes:
Luke	100 minutes weekly
Leah	240 minutes weekly
Vader	60 minutes weekly
Chewy	150 minutes weekly
Jabba	150 minutes weekly
Bobba	30 minutes weekly
Anakin	120 minutes weekly
Jar Jar	475 minutes weekly
Lando	300 minutes weekly
Solo	120 minutes weekly
Total:	1745 minutes weekly

Other considerations

Luke's Father works in Provo for USPS. He is required to get excusal notes when he takes time off to deal with Luke. He also works for Uber. He is the main source of transportation for Luke to and from school.

Luke's mother has many health and mental health issues that prevent her from driving Luke to school, answering the phone or answering the door. Luke's mother often spends all day in bed. She is Luke's main caregiver during the day. Luke's mother believes that he is socially inept, has low academic skills, and behavior issues.

Luke often comes to school hungry. Luke completed potty training just before he turned 5 years old. He is constantly making noises, screaming, shouting, and mumbling when he doesn't know people. He will also hit and kick others.

Attendance has not been consistent. Due to his family circumstances, he is often not able to be brought to school. Transportation is a huge issue.

Attendance so far:
8/30/16: absent
9/6/16: absent
9/8/16: absent
9/14/16: absent
9/22/16: absent
9/28/16: absent
10/6/16: absent
10/7/16: absent
10/12/16: absent
10/13/2016: absent

What we are looking for when reviewing CNP applications

- Completeness
- What building level supports have been tried and their outcomes.
- Student and staff schedules and specific times of need
- How and when the CNP will be serving the student
- What specific IEP goals will be supported by the CNP
- Duration of the need
- Plan to reduce time and fade CNP
- Other extenuating circumstances

CNP Review Process

- Based on Section 9 (Projected need), the need for that critical need para will be re-evaluated:
  - after 2-6 weeks,
  - 6 or more weeks,
  - or after the end of the year.

- Teacher specialists perform observations, collect data and consult with SpEd Program Administrators to determine if the CNP is still needed.

- School notified by Teacher specialists or Special Education department
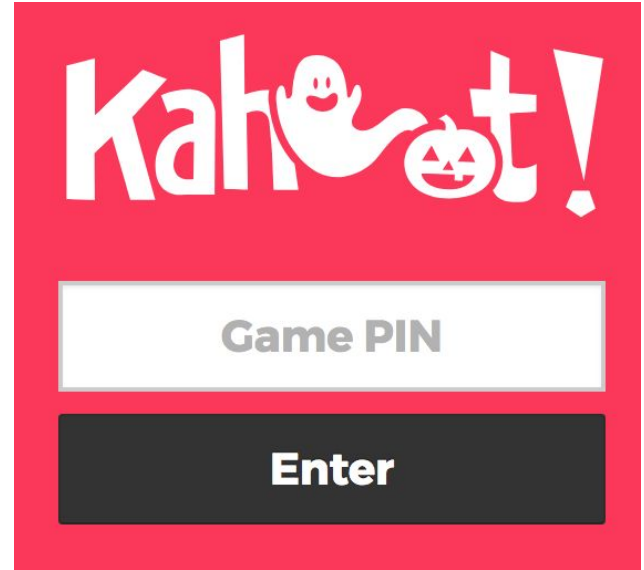
Questions???

Working With Paras

Join with the **Kahoot! app** or at **kahoot.it**

Please go to the following app or website. A code will be coming! Get ready to test your knowledge!

Kahoot!

https://create.kahoot.it/kahoots/my-kahoots

To Teachers:
What Paraeducators Want You to Know

1. Know the paraeducator's name, background, and interests.
2. Be familiar with district policies for paraeducators.
3. View the teacher and paraeducator as a team.
4. Share your classroom expectations with paraeducators.
5. Define specific roles and responsibilities for paraeducators and teachers.
6. Direct and supervise the paraeducators - it is the teacher's responsibility.
7. Communicate with paraeducators.
8. Recognize that paraeducators have experience and knowledge to share.
9. As the teacher, take ownership of all students.
10. Show respect for paraeducators.

HOW TO (CONSTRUCTIVELY) DISAGREE WITH YOUR BOSS - FAST COMPANY

- Build Trust
  - Trust is at the center of all good employee-employer relations
  - Without trust you will never convince your supervisor, your idea is better
  - Go the extra mile when the opportunity presents itself
  - Show that you care about your working relationship, not just your work
  - Ensure your performance is consistent.
    - Arrive on time
    - Limit cell phone use (even if they are not)
    - Dress appropriate to the job

LET THE SMALL STUFF SLIDE

- Just as your boss has been placed in their job for a reason, you've been selected for yours

- When you approach regarding trivial matters, you send the message that you are losing sight of the big-picture, conveying incompetence or lack of initiative

- Your supervisor is busy! Pick your battles!

SAY IT TACTFULLY

- Tact, says Benjamin Franklin, is about "remembering not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment."

- When it's time to disagree, the way you say it may make all the difference

- If you hedge and apologize or become confrontational, you may lose trust

- Confer in private

- Point out your view

Be calm, focused, clear and firm when you speak

GET THE TIMING RIGHT

- Timing and tact go hand in hand

- Be sensitive to your supervisors personality

- Schedule a short meeting

UNDERSTAND WHAT IS AT STAKE

- There's nothing worse than a know-it-all that doesn't have their facts straight

- Be clear that you have a firm grasp on the issue you're raising

- Keep the conversation focused

- Anticipate the counterargument

- Gather resources and data to back you case, this will bring credibility

KNOW WHEN TO BACK DOWN

- Not all arguments can be won

- If your supervisor refuses to consider your argument, respect their decision and ensure that they know, they still have your full support

- Be gracious