

Educational Support Handbook

A collaboration of resources and documents used in the
Protestant Reformed West Michigan Schools

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Levels of Support

Our goal as teachers is to educate God's children according to their individual gifts and abilities. The mold of the general education classroom does not fit each student. Thus, we have incorporated different levels of support to assist students in their learning. The goal for all students is to learn and progress in the least restrictive environment (LRE).

In-class Interventions (Tier 1)

All students receive this level of support. The general education teacher can use different strategies or methods to teach students. The teacher can pull small groups of students within his/her classroom to work with them at their skill level or give individual attention as able (i.e. checking in with a student often while working on an assignment independently).

Resource/Academic Support (Tier 2)

If students are falling behind or not making progress in the full-class setting, they may be moved to a small group that meets outside of the classroom. This is typically done during a non-educational time in the day (read-alouds, classroom singing, study hall, etc.) The students will receive extra lessons two to three times per week at grade level to catch back up to their peers. This often takes place in a resource room. In some situations, a student may receive this small group instruction during a class time, but the material must be at grade level. For example, a student may be pulled out for a math lesson to work with a support teacher or aide. However, they should be working on the same (or close to the same) lesson as the rest of the class.

Special Education (Tier 3)

When a student is still struggling after the first two levels of support, he/she may need more intensive interventions. This is usually when a student would be moved to a Special Education program or receive modified instruction through a resource program. If a school does not have a separate Special Education program, tier 3 support can be done in the Resource/Academic Support Program. At this level students may work in a small group or receive individual instruction. There are many different levels within this tier. Some students may only receive modified instruction for one or two subjects. Other students may have every class modified. The modifications can happen in a pull-out classroom where they receive small group or one-on-one instruction. This can also happen within the general education classroom with the support of an aide.

Evaluation Process

Resource or Academic Support Room

Typically, the general education teacher will notice if a child needs more support than what they are able to provide in the classroom. The teacher will fill out a referral form (Appendix A and B) and communicate their concerns to the educational support staff. The parents must be made aware of the referral. Test grades and assignments must show a need for extra support as well. If the general education teacher, resource/academic support teacher, and parents all agree that extra support is needed, the student will be placed in a small group for interventions at the tier 2 level. The goal of the interventions is to catch the student back up to grade level so they can once again succeed in the classroom setting.

Special Education Evaluation

In order to qualify for Special Education services, a student must be evaluated by professionals and qualify under one of the 13 categories of Special Education defined by the State of Michigan (see pages 5-6). Some students may enter school with eligibility. Other students make this transition later in their schooling as they struggle to succeed with a tier 2 level of support. The evaluation is completed by the local public school district.

Steps for Evaluation:

1. Referral – if a child is suspected of having a disability, the teacher will reach out to a member of the public school staff to refer him or her for special education programs and services. A parent may also reach out to the public school staff or ask a teacher to do so on their behalf. A conversation will happen between the teacher/parent and the public school liaison for the necessity of a REED.
2. REED – within 10 days from when the school district received the referral, the district must conduct a Review of Existing Educational Data (REED). After the parent signs the REED, the school district has 30 days to conduct the evaluation and testing and give an eligibility recommendation.
3. Eligibility and IEP – the testing conducted by the public school will determine if the student qualifies for special education services under one of the specific categories listed. If the student is eligible, the public school will create an IEP for the student.
4. IEP Meeting – public school staff, general education teacher, special education teacher, and parents meet to discuss the results of the testing. If eligible, the public school will offer educational services for the student, but they are often declined by the parents due to the fact that the services would take place at the public school. There is an exception here for the ancillary services of speech, occupational therapy, physical therapy, and social work which they can provide in our buildings. If a student is eligible

for one or more of those services, he/she will receive a non-public service plan (NPSPP) outlining the frequency of those services and the goals and objectives for the student. We will use the testing and results to develop a support plan for the student to meet their learning needs in our schools. This plan is often presented at the initial meeting and reviewed and updated at the end of each school year.

5. Review and Re-evaluation – The IEP will need to be reviewed annually by the public school to review goals and set new ones. The Special Education teacher typically meets separately with parents at the end of each school year to review the support plan and goals that we have set for the student. Every 3 years, the student will be re-evaluated by the public school to determine continued eligibility for special education. Parents may decline this if they do not deem it necessary (i.e. a student with a moderate or severe cognitive impairment will most likely continue with that eligibility category throughout his/her schooling and the testing may not be beneficial).

Since our students do not receive an IEP from the public school with educational goals and objectives, the Special Education teacher will create a support plan for the child (Appendix G and H). This plan will include accommodations and modifications that the student will receive. It will also list goals for the student that set forth what the student will be learning in the Special Education room. Students receiving alternate curriculum in certain subject areas will receive learning goals for those subjects since they will not be following the general education curriculum and meeting grade level objectives. Students may also receive goals in other areas of need such as study skills, social skills, and organizational skills.

Eligibility Categories for Special Education

Special Education is a very broad term with a spectrum of disabilities. It will not always be the case that Special Education will be the best fit for a student, even if they qualify. Also, some students may qualify for Special Education, receive services, but still complete all the necessary grade-level work with accommodations suited for their disability. Below are brief descriptions of the categories. This list is taken from <https://www.michiganallianceforfamilies.org/eligibility-categories>

Autism Spectrum Disorder (ASD)

Students with autism spectrum disorder have a lifelong developmental disability that adversely affects educational performance in academic, behavioral, and/or social ways. Students exhibit impairments in reciprocal social interactions; qualitative impairments in communication, and restricted range of interests/repetitive behavior. Unusual or inconsistent responses to sensory stimuli may also be present.

Cognitive Impairment (CI)

Students with cognitive impairment learn at a slower rate than “typical” students. Learning and independence levels vary, and programs will range from teaching academic and vocational skills, teaching daily living and pre-vocational skills, to teaching basic self-help skills. These students’ progress will often be measured with alternate assessments.

Deaf-Blindness (DB)

Students have concomitant hearing and visual impairment, the combination of which causes severe communication and other developmental and educational needs that require special supports.

Deaf or Hard of Hearing (DHH)

Students with any degree of hearing loss that interferes with learning. These persons may have mild or moderate hearing loss or be totally deaf.

Early Childhood Developmental Delay (ECDD)

Students eligible under this category are children up to seven (7) years of age whose development is significantly delayed in one or more areas, and who do not qualify under any other special education eligibility.

Emotional Impairment (EI)

Students with emotional impairment demonstrate behavioral problems, related to withdrawal, depression, low self-esteem, anxiety, physical complaints, etc., over an extended period of time that negatively affect their ability to learn.

Other Health Impairment (OHI)

Students with other health impairments have limited strength, vitality, or alertness which adversely affect the student's ability to learn. This includes attention deficit disorder, and health problems such as asthma, epilepsy, and diabetes.

Physical Impairment (PI)

Students with physical impairment have physical challenges which affect their ability to learn and may require adapted and/or special materials or equipment.

Severe Multiple Impairment (SXI)

Students with multiple impairments have more than one disability in intellectual, physical and/or functional abilities. They typically require intensive intervention and supports for activities of daily living.

Specific Learning Disability (SLD)

Students with a specific learning disability have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech and Language Impairment (SLI)

Students who have difficulty with understanding or use of language may have speech or language impairment. This may interfere with learning and/or social adjustment in school and elsewhere. Typical symptoms may include poor listening skills, unclear speech, slow vocabulary development, immature grammar, difficulties with conversation, unusual loudness or quality of voice, or stuttering.

Traumatic Brain Injury (TBI)

Students with traumatic brain injury have an acquired injury to the brain that has been caused by external physical force. This results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance.

Visual Impairment (VI)

Students who have severe problems with vision, whether partially sighted or blind, which interferes with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye, after correction, or a peripheral field of vision restricted to not more than 20 degrees.

Frequently Asked Questions about IEPs

1. Where and when do IEP Meetings take place?

Usually, the meetings are held at school. This can be done before, during, or after the regular school day. The public school liaison will tell the parents and teachers, in writing, the purpose of the meeting and who will be there. The school must hold the IEP meeting within 30 days from the date the public school district receives the REED. The IEP must be reviewed every 12 months and revised as necessary.

2. Who attends the IEP Meeting?

Under IDEA, certain people are required to be part of the IEP team. Often, one person may carry more than one responsibility on the team.

- Parent(s) or Legal Guardian
- School Administrator or District Designated Representative
- General Education Teacher
- Special Education Teacher
- Evaluation Personnel

3. What happens during an IEP Meeting?

The team will develop, review, and/or revise the IEP document. The IEP will cover the child's strengths, parent concerns for enhancing their child's education, and the results of the most recent evaluation of the student. It will also define the student's academic, developmental, and functional needs (PLAAFP – Present Level of Academic Achievement and Functional Performance). In addition, the team will talk about special considerations or supplemental aides for the student.

4. What are Ancillary Services and how are they determined?

The public school district has staff that provide services such as social workers, speech and language pathologists, and occupational and physical therapists. Goals and objectives are written for the ancillary services that include how a child's progress will be measured. The need for these services is determined through a review of the evaluation information. Those staff members will often evaluate the student as part of the testing process.

Transitions

Into Elementary School:

Some students enter elementary school with an IEP. The IEP may need to be re-written if it is from a different school district or if the eligibility criteria is no longer relevant. Typically, the IEP from previous school is transitioned to the new school under a continuation of services. Testing is re-done at the student's 3-year evaluation. The Special Education staff will develop a plan for the student in the areas of his/her academic, social, and behavioral needs.

Students entering elementary school without an IEP will be placed in the general education classroom. If further support is deemed necessary as the school year progresses, the steps listed previously in the evaluation process will be followed to move the student into an academic support or resource room.

Into High School:

Students entering high school can be placed into one of three educational support tracks:

1. Academic Support

Students in academic support do not qualify for special education, but they do require additional support to succeed. Students in this track must complete all the required work and courses to graduate and can receive accommodations to help them succeed. Typically, students are placed in this track after being in an academic support or resource room in grade school and still require those supports.

2. Special Education Diploma Track

A student in this track must be eligible for special education services under one of the 13 categories explained above. In order to be placed in this track, a student must have certain skills when entering high school (see Appendix I). These students must also complete all the required work and courses to graduate. Some of the courses may be taken in the Special Education classroom instead of the general education classroom, but the student is still responsible to learn all the same material. Students at this level receive accommodations to help them succeed. Modifications are rare at this level, but they may be allowed in certain circumstances.

3. Special Education Certificate of Completion Track

A student in this track must also be eligible for special education services under one of the 13 categories defined by the state of Michigan. Students in this track do not need to meet all the required courses, tests, and assignments. At graduation, the student will receive a certificate of completion instead of a diploma. Students at this level receive accommodations and modifications to help them succeed. Some of the student's courses will be taken in the Special Education classroom and may not be at grade level. The students will be pushed to complete work at the highest level they are able and strive to reach goals set for them by their Special Education teacher.

After graduation, the school district where the student resides will take over the student's IEP. The student can be placed in a program suited to their abilities, and he/she will be eligible for special education services until the age of 26.

Terms

Commonly Used Terms:

Individualized Education Program (IEP)

The written plan that details the special education and related services that must be provided to each student who receives special education services. It must be reviewed and revised every year.

504 Plan

The written plan that covers a student who is identified with a disability and requires accommodations to access the general education environment. This is also reviewed and revised every year.

Accommodation

Changes in HOW the student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

Modification

Changes in WHAT a student is supposed to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in the classroom and school learning experiences.

Least Restrictive Environment

A federal mandate that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled.

IEP Terms:

Assessment Testing

Used for initial and/or re-evaluation and may include mental, social, psychological, physical, speech, occupational, vocational, or educational. Testing is completed by the school district personnel to gather information about a student.

Free Appropriate Public Education (FAPE)

Special education and related services are provided to students with disabilities by the Local Education Agency (LEA) and Public School Academies (PSA) and public

expense and under public supervision and direction at no cost the student's parents.

Individual with Disabilities in Education Act (IDEA)

The federal law that requires school districts to provide students with disabilities with a free appropriate public education at public expense. The act provides procedural safeguards and due process rights, as well as specific mandates regarding a free appropriate public education.

Multidisciplinary Evaluation Team (MET)

An evaluation or recommendation of a student having a disability by a group of individuals from various appropriate professional disciplines, such as educators, psychologists, and physicians.

Review of Existing Educational Data (REED)

Provides a plan for an initial or re-evaluation and may include evaluations and information provided by the parents of a child, current classroom-based, local, or state assessments, and classroom-based observations, and observations by teachers and related service providers.

Public School Ancillary Services:

Occupational Therapy (OT)

A related service that focuses on the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living.

Physical Therapy (PT)

A related service that focuses on the development of a student's gross motor skills within the school setting.

School Psychologist

A trained professional who assists in the identification of needs regarding behavioral, social, emotional, educational, and vocational functioning of individuals.

School Social Worker

A trained professional who supports the educational program of individuals by assisting in identification and assessment of the individual's educational needs, including social, emotional, behavioral, and adaptive needs; the school social worker also provides intervention services.

Speech-Language Pathologist

A trained professional who analyzes speech and language comprehension and production to determine communication competencies. He/she also provides intervention strategies and services related to speech and language development, as well as disorders of language, voice, articulation, and fluency.

Forms for Use

Please see the attached resources for you to use. These are just a guide to follow. If you or your school would like to create your own version of the forms to use, please feel free.

Referral Form for Elementary School.....Appendix A
This is an example form to use for referring a student for educational support.

Referral Form for High School.....Appendix B
This is the referral form used at Covenant Christian High School for the Academic Support room.

Accommodation Form for Elementary School.....Appendix C
This is a sample form that can be used for the elementary and junior high grades to list accommodations for a student.

Accommodation Form for High School.....Appendix D
This is the form used by the Academic Support Room at Covenant Christian High School to list accommodations for students.

Accommodation Checklist Throughout Grade Levels.....Appendix E
This checklist can be used to track accommodations throughout the grade levels.

Accommodation/Modification Form.....Appendix F
This is a part of the support plans used in the Special Education program. The forms used at CCHS and Heritage are attached.

Support Plan.....Appendix G
This document is used in place of an IEP to outline the student’s learning needs, supports, and goals for the school year.

Junior High Skills Checklist.....Appendix H
This is to be filled out by the educational support and/or general education teacher for each student needing additional support in high school. This will help the educational support teachers at the high school know what skills each student has before beginning high school. It is also a good benchmark for students entering high school.

Educational Support Referral Form Elementary School

Student: _____ Grade: _____ Date: _____

Teacher: _____

Name/Signature of Referring Teacher: _____

Name of Parent/Guardian: _____

Parent Contacted? Yes No (circle one)

Observations Regarding the Student

What are the student's academic strengths and challenges?

What is the student's behavior like at school/home?

How does the student get along with teachers, peers, parents, siblings?

Appendix A

How does the student feel about self, others, school home?

Does the student have any health concerns (vision, hearing, sleep, eating, medical diagnosis?)

Any relevant background information?

Areas of Concern:

1. What areas of concern to you have for the student?

- | | |
|---|---|
| <input type="checkbox"/> Memory/Inattention | <input type="checkbox"/> Interpersonal Concerns |
| <input type="checkbox"/> Listening skills | <input type="checkbox"/> Emotional Concerns |
| <input type="checkbox"/> Academics | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Behavior Concerns | |

2. Which subject(s) has the student been struggling in?

- Math
- English
- Phonics
- Science
- History/Social Studies
- Bible
- Other: _____

Appendix A

3. Does the student struggle with any of the following in the classroom?

- Participation
- Focus/Attention
- Understanding Oral Directions
- Understanding Written Directions
- Self-discipline
- Self-expression
- Obedience
- Handing in assignments on time
- Lack of motivation
- Poor quality in daily work

4. Does the student have any behavior concerns?

- Appears depressed, nervous, worried
- Shy, timid, withdrawn
- Daydreams often
- Fidgety, always moving
- Impulsive
- Aggressive in classroom
- Explosive
- Constantly seeks attention
- Easily distracted
- Defiant to authority
- Untrusting to others
- Disruptive to own learning
- Excessive variation in mood
- Oversensitive to criticism
- Poor peer relations
- Not motivated by praise
- Not motivated by grades
- Other: _____

****Please include standardized testing scores with referral**

Appendix A

Teacher Interventions:

1. Select all interventions to have tried in your classroom to help the student

- Varied presentation of the material
- Changed physical environment
- Changed classroom materials
- Changed method of instruction
- Varied forms of assessment
- Behavior management strategies
- Other: _____

2. Have you had success with any of these? Please explain.

Covenant Christian High School Academic Support

Teacher Referral/Input Form

The student is being considered for admission to the Academic Support Program at CCHS. Your observations of the student's performance in your classroom are necessary to determine how best to meet the student's needs. This document will be added to the student's file and will be accessible to the student's parents and staff.

Student: _____

Teacher: _____

Semester/Year: _____

Subject (s): _____

What is the student's current grade in your class?

A A- B+ B B- C+ C C- D+ D D- E

Appendix B

Section 1: Description of the Student

Please indicate the instructional methods and assigned work used in your classroom by checking boxes that apply. For the checked boxes, please indicate whether the student demonstrates strength or weakness.

<input type="checkbox"/> Lecture / Note taking	Weakness	Strength	Neither
<input type="checkbox"/> Online assignments	Weakness	Strength	Neither
<input type="checkbox"/> Reading Text / Worksheets / Book Assignments	Weakness	Strength	Neither
<input type="checkbox"/> Writing / Essays	Weakness	Strength	Neither
<input type="checkbox"/> Whole Class Discussion / Debate	Weakness	Strength	Neither
<input type="checkbox"/> Small group work	Weakness	Strength	Neither
<input type="checkbox"/> Independent Study / Projects	Weakness	Strength	Neither
<input type="checkbox"/> Other: _____	Weakness	Strength	Neither
<input type="checkbox"/> Other: _____	Weakness	Strength	Neither

Appendix B

Please check all that apply to characterize the student and their needs.

A. Environmental Factors

- Recent breakdown in family structure (separation/divorce)
- Known abuse
- Any other known trauma (please explain):

B. Academics

- Disorganized
- Poor math skills
- Poor reading skills
- Short attention span
- Off task in classroom
- Assignments incomplete
- Assignments missing
- Poor quality in daily work
- Tests Poorly
- Lack of motivation / gives up easily
- Difficulty following written instructions
- Difficulty following oral directions
- Other (please explain):

C. Behavioral

- Withdrawn / Zoning out
- Compulsive Acts
- Low self esteem
- "I don't care" attitude
- Perfectionism
- Inappropriate responses to situations
- Easily discouraged or frustrated
- Disrespectful to classmates
- Disrespectful to teacher
- Disruptive
- Poor attendance
- Defiant
- Interrupting
- Dramatic attention getting
- Crying
- Lethargic / falling asleep
- Negative attitude towards school and teachers
- Other (please explain)

Section 2 : Description of Teacher's Work

Please indicate what type of interventions you have tried PRIOR to this referral and its effectiveness. These should be attempted over a period of two to four weeks.

STEP ONE:

- Mandatory Parent Contact
- Parent Response/Comments:

Prior Interventions	Effective?	
<input type="checkbox"/> Spoken with student after class	Yes	No
<input type="checkbox"/> Met with student outside of class time	Yes	No
<input type="checkbox"/> Adapted assignments/tests	Yes	No
<input type="checkbox"/> Allowed calculator	Yes	No
<input type="checkbox"/> Copy of lecture notes	Yes	No
<input type="checkbox"/> Directions restated/printed	Yes	No
<input type="checkbox"/> Extra time on homework	Yes	No
<input type="checkbox"/> Extra time on tests	Yes	No
<input type="checkbox"/> Not penalized for spelling	Yes	No
<input type="checkbox"/> Checked use of assignment book	Yes	No
<input type="checkbox"/> Retakes on tests/quizzes	Yes	No
<input type="checkbox"/> Opportunities to redo work	Yes	No
<input type="checkbox"/> Position of desk in class	Yes	No
<input type="checkbox"/> Student may type or record work	Yes	No
<input type="checkbox"/> Checking in assignments with long deadlines	Yes	No
<input type="checkbox"/> Behavior - consequence plan	Yes	No

Other:

Accommodation Form Elementary/Junior High

Textbooks and Materials:

- Provide audio versions of textbooks if available
- Give copies of teacher's or other student's notes
- Assistance with note taking
- Allow for the use of manipulatives (e.g. number lines, time table charts, calculators)
- Assistance with organization and planning of classwork and/or homework
- Content at a lower reading level
- Allow use of special equipment/technology
- _____

Tests and Grading:

- Increase amount of time allowed to complete tests and/or assignments
- Require fewer questions but select ones that measure all required content; eliminate repetitive questions
- Read tests aloud
- Provide scribe for tests
- Give shortened assignments
- Preview test questions
- Provide study guides in advance
- Modify formats and reading levels
- Allow testing in separate room
- Provide a word bank
- _____

Setting/Environment:

- Seating to reduce distractions
- Standing and sitting workspaces
- _____

Student: _____

Grade: _____ Implementation Date: _____

Parent Signature: _____



Covenant Christian High School

Academic Support Plan

Accommodation Form

The following accommodations are intended to assist students in meeting their individual goals and course requirements. Students will receive assistance in reaching their learning goals and demonstrate their overall knowledge of their courses.

Accommodations

Textbooks and Materials:

- Provide textbooks for home
- Allow for the use of special equipment or assistive technology
- Provide supplemental class notes
- Provide study guides in advance

Setting/Environment:

- Allow preferential seating
- Working one-on-one with Academic Support teacher
 - o Subject: _____

Assignments

- Allow assignments to be typed/dictated
- Allow extra time on daily assignments, projects, papers, etc
- Reduce quantity of written work (as needed)

Tests and Grading:

- Allow testing in separate room
- Allow extra time to complete tests
- Reduce questions but select ones that measure all required content; eliminate repetitive questions
- Read tests aloud/ provide scribe
- Reduce quantity of written answers
 - (as needed)
- Preview test questions
- Reduce penalty for grammar/ spelling errors
- Provide a word bank
- Provide printed version of test

Other:

Student: _____

Parent Signature: _____

Grade: _____

Implementation Date: _____

Accommodation Checklist

Accommodation	K	1	2	3	4	5	6	7	8	9	10	11	12
Provide audio versions of textbooks													
Give copies of teacher's/student notes													
Assistance with note taking													
Use of manipulatives													
Organization and planning													
Content at lower reading level													
Special equipment/technology													
Seating to reduce distractions													
Standing and sitting workspace													
Working one-on-one with teacher/para-pro													
Increase time allowed for tests/assignments													
Fewer questions													
Read tests aloud													
Provide scribe for tests													
Shortened assignments													
Preview test questions													
Study guides in advance													
Modify formats and reading levels of tests													
Testing in separate room													
Provide word bank													

Accommodation and Modification Form

Elementary School

Accommodations

Textbooks and Materials:

- Provide audio versions of textbooks if available
- Give copies of teacher's or other student's notes
- Assistance with note taking
- Allow for the use of manipulatives (e.g. number lines, time table charts, calculators)
- Assistance with organization and planning of classwork and/or homework
- Content at a lower reading level
- Allow use of special equipment/technology
- _____

Setting/Environment:

- Seating to reduce distractions
- Standing and sitting workspaces
- Working one-on-one with teacher/para-pro

Tests and Grading:

- Increase amount of time allowed to complete tests and/or assignments
- Require fewer questions but select ones that measure all required content; eliminate repetitive questions
- Read tests aloud
- Provide scribe for tests
- Give shortened assignments
- Preview test questions
- Provide study guides in advance
- Modify formats and reading levels
- Allow testing in separate room
- Provide a word bank

Modifications

Courses to be modified IN CLASS:

- English/IEW
- Math
- History/Social Studies
- Science
- Bible
- Phonics
- Other: _____

Description of modifications

- Tests/quizzes
⇒
- Assignments
⇒
- Projects
⇒

Courses to receive modified instruction:

- English/IEW: _____
- Math: _____
- History/Social Studies: _____
- Science: _____
- Bible: _____
- Phonics: _____
- Other: _____

Student Name: _____ Grade: _____ Date: _____

Parent Signature: _____

Heritage Christian School Special Education Support Plan

Special Education Support Plan

The information below includes specific information regarding the students current academic, behavioral, and social/ emotional needs. It includes information about their diagnosis, contact information for parents, as well as goals for the upcoming academic year.

Student Name:

Birthdate:

Age:

Grade Level:

Diagnosis:

Medications:

Parent(s) Name:

Contact information:

Phone:

Email:

Last Formal IEP:

Transition Meeting:

Notes:

Heritage Christian School Special Education Support Plan

Accommodation and Modification form

The following accommodations and modifications are intended to assist students in meeting their individual goals and course requirements. Students will receive assistance in reaching their learning goals and demonstrate their overall knowledge of their courses. Some courses may be modified based on the student's individual Education Plan (IEP). Modified courses will be noted on the student's transcripts.

Accommodations

Textbooks and Materials:

- Provide audio versions of textbooks if available
- Give copies of teacher's or other student's notes
- Assistance with note taking
- Allow for the use of manipulatives (e.g. number lines, time table charts, calculators)
- Assistance with organization and planning of classwork and/or homework
- Content at a lower reading level
- Allow use of special equipment/technology
- _____

Setting/Environment:

- Seating to reduce distractions
- Standing and sitting workspaces
- Working one-on-one with teacher/para-pro

Tests and Grading:

- Increase amount of time allowed to complete tests and/or assignments
- Require fewer questions but select ones that measure all required content; eliminate repetitive questions
- Read tests aloud
- Provide scribe for tests
- Give shortened assignments
- Preview test questions
- Provide study guides in advance
- Modify formats and reading levels
- Allow testing in separate room
- Provide a word bank

Modifications

Courses to be modified IN CLASS:

- English/IEW
- Math
- History/Social Studies
- Science
- Bible
- Phonics
- Other: _____

Description of modifications

- Tests/quizzes
⇒
- Assignments
⇒
- Projects
⇒

Courses to receive modified instruction:

- English/IEW: _____
- Math: _____
- History/Social Studies: _____
- Science: _____
- Bible: _____
- Phonics: _____
- Other: _____

Heritage Christian School Special Education Support Plan

Annual Goals and Objectives

The following goals and objectives outline the educational and behavioral progress we strive to achieve with each student. Every marking period the student will receive a report on the progress made.

Annual Goals and Objectives:

Parent Signature: _____ Date: _____



Covenant Christian High School

Special Education Support Plan

Accommodation and Modification Form

The following accommodations and modifications are intended to assist students in meeting their individual goals and course requirements. Students will receive assistance in reaching their learning goals and demonstrate their overall knowledge of their courses. Some courses may be modified based on the student's individual Education Plan (IEP). Modified courses will be noted on the student's transcripts.

Accommodations

Textbooks and Materials:

- Provide audio versions of textbooks (if available)
- Provide textbooks for home
- Provide copies of class notes
- Allow assignments to be typed or dictated
- Allow for the use of manipulatives, special equipment or assistive technology
- Assistance with organization and planning of classwork and/or homework
- Provide written directions in addition to verbal instructions

Setting/Environment:

- Seating to reduce distractions
- Standing and sitting workspaces
- Working one-on-one with teacher/para-pro
- _____

Tests and Grading:

- Allow extra time to complete tests and/or assignments
- Reduce questions but select ones that measure all required content; eliminate repetitive questions
- Read tests aloud/ provide scribe
- Reduce quantity of written answers (as needed)
- Preview test questions
- Provide study guides in advance
- Reduce penalty for grammar/spelling errors
- Allow testing in separate room
- Provide a word bank
- Provide printed version of test

Modifications

Courses to be modified in General Education Classroom:

- English/ American Literature
- Math- Algebra C&S or Geometry C&S
- History/Social Studies
- Science- Physical Science or Biology
- Religion
- Other: _____

Description of modifications

- Tests/quizzes
=>
- Assignments
=>
- Projects

Courses to receive modified instruction in Special Education:

- English: _____
- Math: _____
- History/Social Studies: _____
- Science: _____
- Religion: _____
- Other: _____

Student: _____

Grade: _____ Date: _____

Parent Signature: _____

Appendix I

Junior High Skills Checklist

Name: _____

Executive Functioning

- Can work independently
- Can advocate for self
 - Asks for help when needed
- Fills out/uses assignment book
- Completes homework at home
- Hands in assignments on time
- Understands and follows written directions independently
- Able to problem solve situations
- Organization of binders/lockers
- Time management
- Take correct materials to each class

Socially/Emotionally:

- Can take break and lunch independently
- Understands raising their hand and proper classroom behavior
- Self management/coping skills
- Communication skills
 - Peer to peer / teachers
 - Able to communicate for group work

General:

- Can write an email (formal)
- Typing skills
- Can use/navigate a Chromebook and other technology
- Able to search google for info
 - Sourcing/citing websites
- Can format an assignment or document
- Able to take notes in class independently

Academics:

Math

- Basic understanding of math skills (no calculator)
- Basic understanding of calculator computations
 - Square root, parentheses, etc
- Fluent with the concept of negatives
- Understands word problems
- Knows order of operations
- Understands the concept of putting numbers into formulas
- Can read and graph coordinate points

English

- Can write in complete sentences
- Ability to read aloud
- Able to summarize a text
 - Can identify plot, theme and characters of a story
- Able to locate answers from a longer text
- Can apply terms/definitions and use in context
- Can format a proper essay
 - Introduction, conclusion, and body paragraphs

Assessments:

- Test taking skills
 - Google forms