Newton Community School District
Educational Associate Handbook
2024-2025

Educational Associates

Welcome to Newton Community School District! Educational associates at Newton Community School District will be assisting our unique learners in a variety of ways. As a team member, an educational associate is a representative of the program, the school, the community and the overall field of special education. Each educational associate has different duties, responsibilities and expectations based on the needs of the students with which they work. You have been selected to work with students with varying disabilities because you possess the skills needed to fulfill these special responsibilities and expectations.

Your job can be challenging but also rewarding. Being an educational associate is an extremely important position. Regular attendance, appropriate behavior and positive attitude are essential to the position. This handbook should serve as a guide and resource to you in your new position.

We value your work and your desire to serve our students with special needs. We thank you in advance for your dedication and service. **Welcome and Good Luck in your position!**

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Program Goals and Overview

NCSD Mission

The Newton Community School District empowers every learner to achieve a lifetime of personal success.

NCSD Vision

We are a collaborative and cohesive team that inspires and supports all learners in a culture of safety and acceptance.

NCSD District Goals

The Newton Community School District will provide the following for each learner:
- A safe, supportive, collaborative, and inclusive culture
- Effective teaching to engage all learners
- A challenging and relevant learning experience

NCSD Special Education Philosophy

Every child should have the chance to meet challenging objectives; thus, Newton will offer IEPs & IFSPs reasonably calculated to enable a child to make appropriate progress in light of the child's circumstances.

NCSD Special Education Theory of Action

If…

Newton special education teachers work collaboratively with parents, colleagues and other stakeholders to identify the unique needs of students entitled to receive special education services, develop individualized education plans to meet these specific needs and implement the plans with fidelity…

And…

They consistently implement child specific, evidence-based instructional strategies to supplement or intensify core instruction…

And…

They use valid and reliable student data (i.e. diagnostic, formative, and summative measures) to continuously adjust or refine their instruction…

Then…

Students at Newton entitled to special education will be most likely to learn essential academic, social and functional skills at such a rate to work towards closing the achievement gap that exists between them and their peers.

District Locations and Map

EJH Beard Administration Center
1302 First Avenue W
Newton, IA 50208

Newton High School
800 E 4th Street S
Newton, IA 50208

WEST Academy
1302 First Avenue W
Newton, IA 50208

Berg Middle School
1900 N 5th Avenue E
Newton, IA 50208

HA Lynn Stadium (football, track, soccer, softball, baseball)
1200 W Sixth Street S
Newton, IA 50208

DMACC Newton Campus
600 N Second Avenue W
Newton, IA 50208

Specialized Behavior Program
1017 East 7th Street N
Newton, IA 50208

Emerson Hough Elementary
700 N Fourth Avenue E
Newton, IA 50208

Thomas Jefferson Elementary
112 Thomas Jefferson Drive
Newton, IA 50208

Woodrow Wilson Elementary
801 S Eighth Avenue W
Newton, IA 50208

YMCA Childcare
1701 S Eighth Avenue E
Newton, IA 50208

Thomas Jefferson Elementary School

WEST Academy Alternative School +1 more

Des Moines Area Community College - Newton Campus

Woodrow Wilson Elementary

H.A. LYNN Field - Newton High School

Newton High School

Peck Child Development Center

Emerson Hough Elementary

YMCA of Newton Iowa

Hy-Vee

Berg Middle School

Aurora Heights Elementary School

Walmart Supercenter
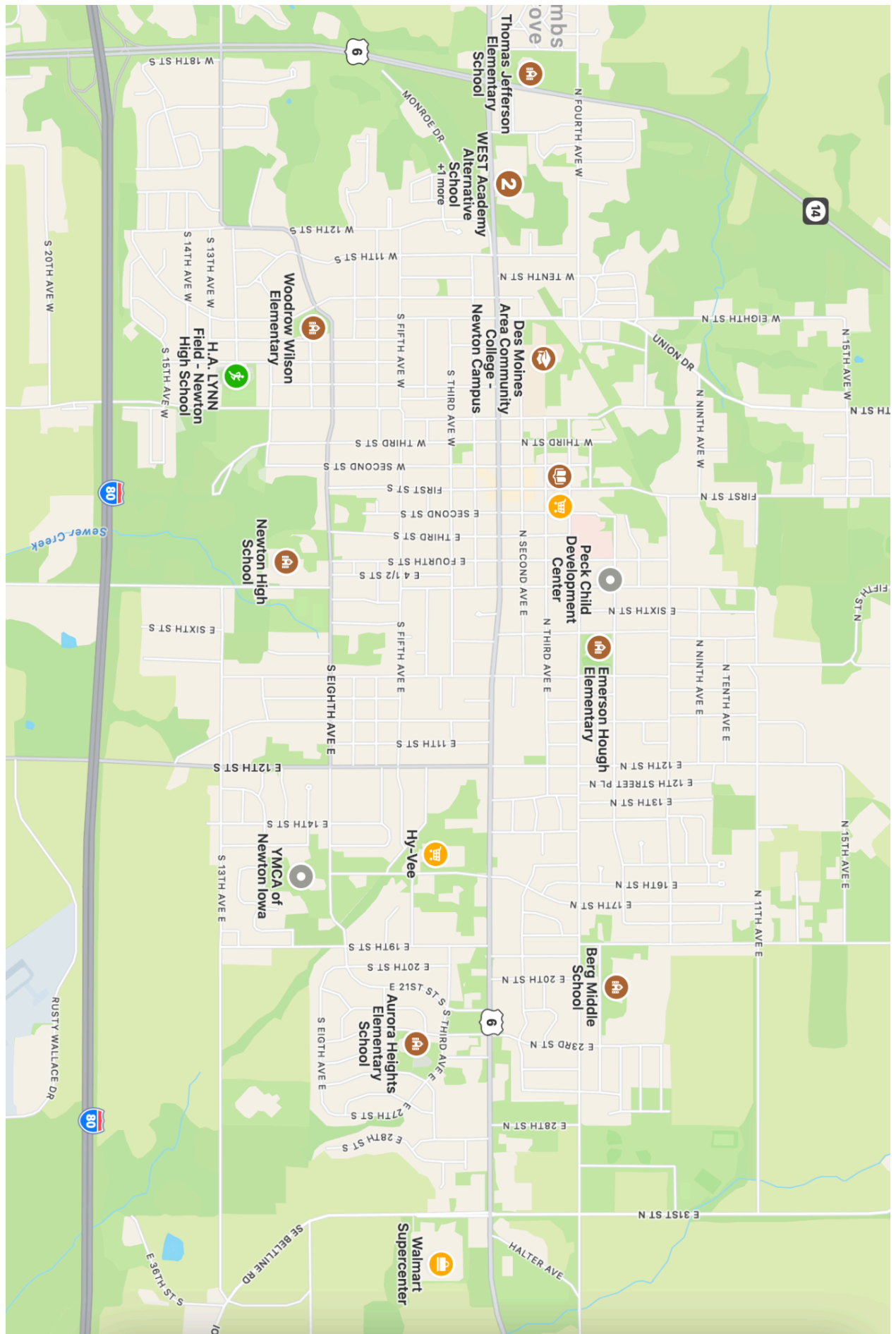
K-12 District Calendar

NEWTON COMMUNITY SCHOOL DISTRICT

2024-2025 School Calendar – [BOARD APPROVED – 01.23.2023]

July 2024

M	Tu	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

August 2024

M	Tu	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	1
26	27	28	29	30	6

September 2024

M	Tu	W	Th	F	
2	3	4	5	6	10
9	10	11	12	13	15
16	17	18	19	20	20
23	24	25	26	27	25
30					

October 2024

M	Tu	W	Th	F	
	1	2	3	4	29
7	8	9	10	11	34
14	15	16	17	18	39
21	22	23	24	25	44
28	29	30	31		3

November 2024

M	Tu	W	Th	F	
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4	5	6	7	8	9
11	12	13	14	15	14
18	19	20	21	22	19
25	26	27	28	29	22

December 2024

M	Tu	W	Th	F	
2	3	4	5	6	27
9	10	11	12	13	32
16	17	18	19	20	37
23	24	25	26	27	
30	31				

January 2025

M	Tu	W	Th	F	
		1	2	3	39
6	7	8	9	10	44
13	14	15	16	17	4
20	21	22	23	24	9
27	28	29	30	31	13

February 2025

M	Tu	W	Th	F	
3	4	5	6	7	18
10	11	12	13	14	23
17	18	19	20	21	27
24	25	26	27	28	31

March 2025

M	Tu	W	Th	F	
3	4	5	6	7	36
10	11	12	13	14	41
17	18	19	20	21	
24	25	26	27	28	5
31					6

April 2025

M	Tu	W	Th	F	
	1	2	3	4	10
7	8	9	10	11	15
14	15	16	17	18	19
21	22	23	24	25	24
28	29	30			26

May 2025

M	Tu	W	Th	F	
			1	2	28
5	6	7	8	9	33
12	13	14	15	16	38
19	20	21	22	23	43
26	27	28	29	30	46

June 2025

M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

New Teacher Academy – Aug 13 – 15
NO SCHOOL - Students

School Year Begins for Students - Aug 23
1.5 Hour Early Dismissal (ALL CAMPUSES)

School Year Ends for Students - May 29
1.5 Hour Early Dismissal (ALL CAMPUSES)

Parent-Teacher Conferences (K-8th)
1.5 Hour Early Dismissal (ALL CAMPUSES)

Parent-Teacher Conferences (NHS)
9th – 12th Grades

1.5 Hour Early Dismissal for Students
ALL CAMPUSES

NO SCHOOL – Students
Teacher Professional Development & Collaboration

NO SCHOOL – Students
Teacher Work Day

NO SCHOOL – Students & Staff

PK District Calendar

NEWTON COMMUNITY SCHOOL DISTRICT PRESCHOOL
2024-2025 School Calendar

July 2024
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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August 2024
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September 2024
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October 2024
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27	28	29	30	31		

November 2024
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December 2024
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January 2025
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February 2025
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23	24	25	26	27	28	

March 2025
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30	31					

April 2025
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20	21	22	23	24	25	26
27	28	29	30			

May 2025
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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June 2025
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legend:
- Preschool Day (Normal Schedule)
- Last/First Day of School
- No School
- Home Visits
- Open House
- Conferences- NO SCHOOL

Building Administration

EJH Beard Administration Center
Tom Messinger - Superintendent
Amy Shannon - Director of Teaching and Learning
Danielle Kenny - Director of Special Education
Laura Selover - Director of Human Resources
Tim Bloom - Director of Business Services

Newton High School
Michael Dale - Principal
Jim Beerends - Assistant Principal
Laura Sherratt - Assistant Principal

WEST Academy
Laura Selover - Principal

Berg Middle School
Daryl Dotson - Principal
Steph Langstraat - Assistant Principal
Jen Wiebel - Assistant Principal

Specialized Behavior Program
Danielle Kenny - Principal

Emerson Hough Elementary
Tara Zehr - Principal

Thomas Jefferson Elementary
YMCA Childcare
Jolene Comber - Principal

Woodrow Wilson Elementary
Todd Schuster - Principal

First Week at a Glance

Here is what prior to the first week and the first week of employment will look like for you.

Prior to Day 1

- ☐ Frontline Central Documents to sign
    - ☐ Educational Associate Handbook
    - ☐ Additional Documents - as needed

Day 1

- ☐ Building administrator will:
    - ☐ Explain your job and assignment/expectation
    - ☐ Give you a detailed tour of your building
- ☐ Go over student(s) IEPs/BIPs that you are working with
    - ☐ Ask any questions about anything you don't understand
- ☐ Shadow an established associate for the rest of your day (your admin will tell you who you are shadowing)
    - ☐ Associate will explain details of what they are doing throughout the day
    - ☐ Ask questions along the way if you don't understand something

Day 2

- ☐ Have classroom teacher go over expectations of their classroom and specific student routines
- ☐ Shadow with established associate from Day 1 for half a day
- ☐ Shadow a different established associate for the other half a day (your admin will tell you who you are shadowing)

Day 3

- ☐ Meet with administrator
    - ☐ How is your assignment going?
    - ☐ How are you feeling?
    - ☐ Any questions?
    - ☐ Do you feel prepared to be an associate on your own?

Day 4 & 5

- ☐ Continue to shadow or begin on your own

Educational Associate Overview

Definition of an Educational Associate

Educational associates are critical to the success of our programs and the students we serve. Educational associates help promote the success of any special program and a team approach must be accepted and implemented by all personnel, regular and special, that serve students with disabilities. You will support the implementation of an individual student plan (IEP) and programs, work with a variety of students who may have unique learning needs and provide support, suggestions and feedback regarding the strategies and instructions that have been implemented. You may work with a student who has a behavior disability and you will be required to assist with the implementation of the behavior intervention plan (BIP). It is essential that you are a team member with opportunities for positive learning, interpersonal experiences and a variety of support to both students and teachers.

Duties and Responsibilities

Associate duties depend on student needs but often include the following:
- Assist students during the whole group, small group and one-on-one instruction. Assisting during direct instruction from the teacher (academic and behavioral prompting, providing visuals, repeating directions).
- Assist students in the special education or general education classrooms, special classes (PE, Art, Music), during individual therapies (speech, OT, PT), lunchtime, playground, assemblies, completing self-care tasks, and during transitions throughout the school day.
- Assist the student with academic, behavioral, social, communicative and functional tasks within the school environment.
- Assisting in repetition and generalization of skills being taught in the special education classroom (ensuring skills learned are carried on to other environments).
- Assist with providing academic supports and strategies visually and verbally that are in place in the classroom.
- Ensure implementation of the behavior intervention plan (BIP) is being followed with fidelity.
  - Receive direction from the general education and special education teacher, selecting and using appropriate instructional techniques including reinforcement, prompting, cueing and modeling

- Assist in data collection (academic, behavioral, functional tasks).
- Assist the teacher by supporting classroom routine (bus duty, lunch, playground duty, etc).
- Operate classroom technology equipment and prepare or use other materials and methods to assist teachers in presenting lessons to students.
- Provide assistance with toileting, lifting, tube feeding, oral suctioning, catheterization, tracheotomy suctioning, and other procedures trained by the school nurse.
- Participate in professional development and training programs, as assigned.

*These are PK-12 student duties and are not directed toward any one grade level or building but reflect what you may be assigned to do at any time as an associate. You may be asked to perform additional duties that are not represented on this list by your administrator.

Professionalism

Confidentiality

ALL student information is confidential. This is an extremely important component of the law and your position. There are many Federal laws that protect the privacy of educational records. The main Federal law pertaining to student records is the Family Educational Rights and Privacy Act (FERPA). Information or records falling under this law must remain confidential. Significant penalties can occur from failure to comply with the privacy act. _The law states that only educators directly involved in delivering services to a student may have access to records and information about him or her. Persons not directly involved in delivering services to a student do not have a right to the information._ You are allowed access to information only for the students you are involved with. Remember matters regarding students are confidential and cannot be a topic of public discussion-not even in the teacher's lounge, not at the grocery store, not with other associates who do not work with the student. Even if you do not mention a student's name, talking about an incident can give identifiable information.

- Associates will direct all questions to the student's case manager/classroom teacher or building administrator.
- Be careful with whom you share information. Is that person directly involved with the student's education?
- Do not point out or label children in public outside of school as "my students."
- Never use information about a student as gossip or as a joke.
- Focus comments on student strengths and be positive.
- Develop a workable response to questions about student information. USE IT!
- No matter who asks you a question about a student, just be direct and honest: "I'm sorry-please ask the teacher."

 It may be helpful to think of these four tests regarding confidentiality:
1. WHAT? is being discussed
2. WHERE? the discussion takes place
3. WHO? is listening
4. WHY? the discussion took place

Educational associates should not have direct contact with student's families through phone/email/etc. During pick up/drop off times educational associates should provide limited information and leave any conversations of concern (behaviors, personal issues, etc.) between the teacher and the parent/guardian. Any other direct contact between families and educational associates should take place on a communication log.
(More information can be found on pg. 38-39 under Parent and Family Interactions)

Attendance

Attendance and punctuality convey that you take your job seriously. Your classroom teacher and the students you work with count on you to be at work on time every day. In the event you need to be gone from school, you will need to do the following:

1. Enter the absence in Frontline. Personal days must be approved in advance. Approvals will be made in the order they are entered into Frontline.
2. Call/text your building administrator if you have any unplanned absences, after you enter the job in Frontline so the administrators can make arrangements for your absence.
3. Ensure that the date and time you're entering for are accurate (check AM/PM carefully).
4. You have one hour prior to the start of your work day to report the same day of absence. For instance: if your day begins at 7:30am, you can report the same day up until 6:30am.

Early Release Days for the 2024-2025 School Year:
The following scheduled early dismissals on the school calendar will be paid according to the time missed in the associate's schedule:

- November 27 - early dismissal per the building schedule
- December 20 - early dismissal per the building schedule
- May 29 - early dismissal per the building schedule
  - Last day for educational associates
- Time and attendance will need to be adjusted by the administrator to reflect these dates being paid for associates according to their schedule.

Parent Teacher Conferences:
K-8: October 22, 24 March 11, 13
9-12: September 26, November 14, February 6, April 24

- Associates should work the same schedule as they would work on the ealy out Mondays during the school year.
- Associates do not automatically get paid for these early out days.
- PK full-time associates will work a normal schedule of 8:00 - 3:45.

Weather Related Late Starts and Early Outs:

- Anytime the district has a late start or early out due to weather, associates will be paid according to the time missed in their normal individual work schedule.
- Time and Attendance will need to be adjusted by the administrator to reflect this.

Professional Development Days:

- September 30, 2024 & February 24, 2025
  - These are mandatory and are reflected in the contract you signed.

Frontline: Time & Attendance

- Human Resources will provide you with detailed instructions on how to clock in and out. Please thoroughly review the instructions so you are able to effectively utilize Time and Attendance. Downloading the Frontline Mobile Application will give you an easy way to not only clock in/out, but also to submit your weekly timesheets and report absences.
- Once your work schedule is set, clock in and out at those times as this is set up in Time & Attendance. There is a 7 minute grace period before/after the ¼ of the hour of your clock out times.
- If you miss a clock in or out, you should <u>first clock in</u>. Then you must send an email to your building administrator and let them know the times you need to be clocked in and out for that day. Please be sure to do this the same day as the missed clock in/out.
  - This should not happen on a regular basis. Failure to utilize the time clock on a regular basis may result in a formal reprimand.
- Be sure to clock out/in your 30 minute lunch.
- Do not clock out/in for your 15 minute break.

Social Media Policy

Simply put, our students do **not** belong anywhere on your social media. We have a zero-tolerance policy for this and will not tolerate any involvement of our students on any social media platform including Snapchat, Facebook, Instagram, etc. These posts, regardless of the presence of a filter, etc. are not appropriate and violate confidentiality laws.

Should you choose to take a photo of our students during activities that can be used for school use (i.e. end-of-year slideshows, classroom decorations, etc.) please send those photographs to your general education teacher or special education teacher's work email. Those photos do not belong anywhere else.

Problem Solving

It is imperative for the educational associate to acknowledge that the teacher has the ultimate responsibility for their classroom. To assure direction does not appear to come from many sources, the general education teacher and the special education teacher should coordinate their efforts to ensure that the associate does not receive conflicting information. In the event that conflicting information is given, the education associate is to follow the direction of the special education teachers and resolve the dispute later.

Here are the proper channels to follow in an attempt to solve a problem:

1. Classroom teacher
2. Building Administrator
3. Director of Special Education

4. Superintendent

Attitude

All employees convey an image of the school to other professionals, to parents, and to the community as a whole. We want this to be a positive image. The educational associate is as much a part of creating this image as is the classroom teacher. Therefore, your actions, speech, and dress should be appropriate and professional at **all** times. Show your support for the special education program as well as your supervising teacher verbally, enthusiastically, and actively. For example, smiling and being friendly towards others can make a difference, as well as looking for ways to assist others. When working with students, having a sense of humor, praising their efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

Remember, educational associates, as all staff members, are responsible for the welfare of all students.

Be willing to take initiative. Show responsibility by looking ahead at what needs to be done. Become eager to assist the classroom teacher. Listen to directions and if unclear about what is being asked, ask questions! Work on teaching concepts the teacher has set for the students. If unclear, ask questions.

Most importantly, BE A TEAM PLAYER! Respect others' ideas and opinions and really LISTEN. One way is not always the best way. It sometimes takes everyone involved to make the day go smoothly. Remember the common goal: THE STUDENTS!

Dress Code

- Educational associates are expected to dress appropriately for the school setting. Casual pants and comfortable shoes are suitable.
- Dress in accordance with your responsibilities, which may include physically assisting students or monitoring students outside the school building.
- All staff must wear their school issued lanyard and name badge during work hours.

Breaks

- Full time educational associates will receive one 30 minute lunch break and two 15 minute breaks.
- Part-time educational associates will receive one 30 minute lunch break and one 15 minute break.
- PK associates will receive 45 minutes for a break and lunch.
- Breaks and lunch are to be taken as designated and scheduled by the classroom teacher and must not interfere with the necessary coverage/monitoring of the classroom.
- The need for emergency coverage may require the educational associate to be available and flexible in the taking of their lunch and breaks.

Student Contact

- Educational associates are to refrain from showing overt signs of affection such as hugging or kissing.
- Educational associates should assist teachers and other professionals in training students to shake hands, fist bump, or use other forms of showing affection or greeting.
- If a student is prone to spontaneously hugging, it is recommended that the educational associate hug from the side.
- Never touch a student in private areas except for medical or toileting purposes.
- Educational associates will participate in Crisis Prevention Intervention training and adhere to their training as it relates to placing hands on a student for any reason.

Leave No Room for Complaints

Problems in working relationships make it difficult to structure effective programs for students, especially those who need special attention. Do not be guilty of behaviors that teachers most commonly complain about their educational associates:

- Being excessively absent, tardy or leaving early.
- Not following the directions given.
- Not seeking help or clarification when needed.
- Providing incorrect instruction or information to students.
- Displaying a lack of initiative or self-starting behaviors.
- Displaying too much initiative or presuming too much responsibility.
- Not allowing students to gain independence.
- Not paying attention or responding to student needs.
- Trying to be too much of a "friend" to the student.
- Breaking confidentiality.
- Not enforcing classroom or school rules.
- Cell phone use.

Building Specific Information

Questions to ask your administrator and/or classroom teacher…

- Where do I park?
- Where do I put my coat, purse, lunch, etc?
- Do I have a mailbox?
- Do I have a daily schedule that you can print for me?
- How do I receive building information such as the daily announcements?
- Where is the copy machine(s)? How do I make copies?
- Where are the supplies kept?
- What is my lunch procedure and location?
- What is my break procedure and location?
- What are the building regulations regarding emergency provisions (fire drills, lock down, tornado drills, etc.)?
- Where can I get a list of staff members in the building and/or a contact list?
- Who do I report to? What is my channel of communication?
- Do I need to make a substitute associate folder?
- If joining a general education class, where do I sit? Should I be in the back or right next to my student?
- What student documents do I need? Can I have a copy of the IEP and BIP along with an explanation of my responsibilities?
- May I have a copy of the building's Behavior Matrix?

How to Read an IEP

Note: Each student has an <u>individualized</u> education plan and every document will look differently. The following examples are intended to give you an idea of how to read IEPs that are from our students attending Newton CSD.

Goal Page:

Each goal will have an explanation of where the student is currently performing called "Current Level of Performance". This statement includes skills they have and skills they still need to master, as well as where other students in their grade are performing according to the Iowa Core Standards.

Next there will be an annual goal statement called, "Goal", which is what we want the students to be able to do by the next annual review period.

Goals

Goal 1: Reading

Current Level of Performance

█████ s current level of performance is:
At the beginning of the year, █████ was able to read 18 correct words per minute at the 3rd grade level, now he is able to read 86 correct words per minute. Winter benchmark is 133 correct words per minute. █████ still struggles with multi-syllabic words and grade level vocabulary. He is doing a better job with his blending and phrasing. █████ still needs repeated practice and help with some pronunciation.

3rd grade students are not required to take ISASP.

Map Scores:
█████ s winter 2023 MAP score was 169 benchmark is between 185-208.
█████ s fall 2022 MAP score was 161 benchmark is between 185-200.
█████ s Spring 22 MAP score was 149 benchmark in the Spring was 186

█████ will be working towards the following grade level standards and benchmarks:
Foundational Skills: Phonics and Word Recognition; Benchmark: Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Connection to the Iowa Core Reading Standards:
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4.)
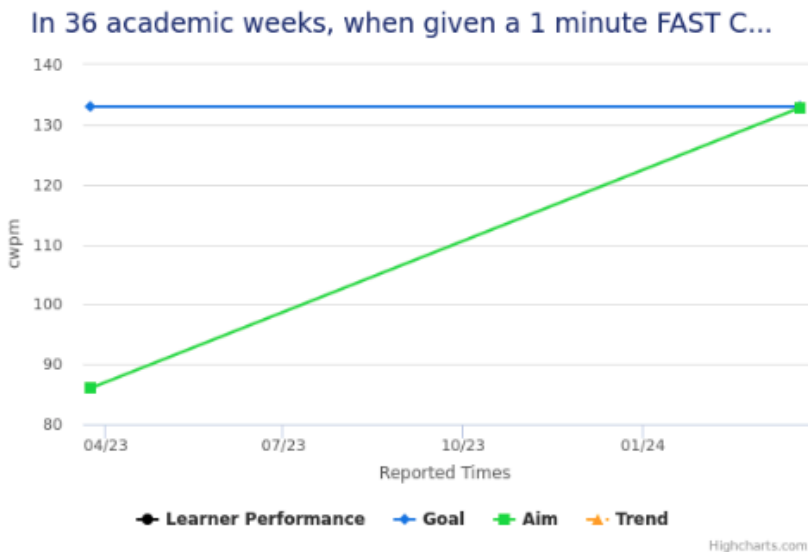
Goal

In 36 academic weeks, when given a 1 minute FAST CBMr fluency probe, █████ will score 133 words for 3 out of 4 trials.

█████ s Baseline (current level): 86 cwpm

█████ s Target (goal): 133 cwpm

There will then be a visual graph that shows where the student's "baseline" score is and where their annual goal is set. This is a nice visual for the IEP team to view the gap between where the student is and where they need to be.

Lastly, there are statements regarding the progress monitoring procedures for the goal called "Progress Monitoring and Reporting". This outlines when, how, and by what means data will be collected and the progress will be entered and reported to the families.

In 36 academic weeks, when given a 1 minute FAST C...

Progress Monitoring and Reporting

- ███████ s progress toward this goal will be measured 1 time per Week
- ███████ s progress will be reported at the same rate as non-disabled peers 4 times per year.
- ███████ s progress will be reported using: An IEP report with report cards and progress reports, Updated copies of IEP goal pages

Each goal page has the exact same components: Current Level of Performance, Goal, and Progress Monitoring and Reporting but can fall under any of the 8 performance domains (explained later in this document). Many students have multiple goal areas so be sure you are aware of all their goal areas.

Services, Activities, Supports, and Accommodations Page:

One thing you will want to be aware of on this page is the section that describes "Paraprofessional Services for health, physical, and/or behavioral support" and/or "Paraprofessional Services for instructional support". This chart will show you what support the student requires in the "Description" column, how many minutes of support the student needs in the "Frequency" column, if they are removed from the general education setting and for how long in "Gen Ed Removal" column, and who the service provider is in the "Provider/s" column.

<u>Example of a student who requires instructional support (academic tasks):</u>

Services, Activities, Supports, and Accommodations

Service/s	Description	Frequency	Gen Ed Removal	Provider/s
Specially Designed Instruction *04/20/2023 to 04/18/2024*	▇▇▇ will receive small group instruction in written language in the special education setting. ▇▇▇ will receive specially designed instruction in written language. She will receive supports in writing strategies, such as paragraph writing, vocabulary and sentence structure among others. She will have opportunities for guided practice in learning all literacy skills within the special education setting.	267 minutes per month	267 minutes per month	Special Education Teacher
Specially Designed Instruction *04/20/2023 to 04/18/2024*	▇▇▇ will receive specially designed instruction in a special education setting in the area of math. This instruction will focus on computation, math application, ratios, place value, decimals and other core standards.	266 minutes per month	264 minutes per month	Special Education Teacher
Specially Designed Instruction *04/20/2023 to 04/18/2024*	▇▇▇ will receive small group instruction in reading in the special education setting. ▇▇▇ will work on phonics, decoding, phonemic awareness, and fluency.	267 minutes per month	267 minutes per month	Special Education Teacher
Paraprofessional Services for instructional support *04/20/2023 to 04/18/2024*	▇▇▇ needs the services of a Teacher Associate for 225 minutes of her school day. The associate will help in the area of modifications, accommodations, clarifying of instructions unknown vocabulary words, reading aloud of materials, helping clarify what is being asked in whole group discussions, prompt and help ▇▇▇ participate in whole class discussion, and help ▇▇▇ organize her thoughts and ideas in writing. See para matrix for more details. ▇▇▇ does not need an additional adult with her at lunch or passing time.	225 minutes per day		Support Services

Example of a student who requires health, physical, and/or behavioral support:

Services, Activities, Supports, and Accommodations

Service/s	Description	Frequency	Gen Ed Removal	Provider/s
Specially Designed Instruction **01/03/2023 to 12/08/2023**	▮▮▮ needs instruction in a small group or one-on-one setting in the area of social emotional behavior. Instruction should focus on teaching him that appropriate behavior will increase positive affect, gain him access to preferred activities, and help him reach short and long-term goals. Instruction should focus on teaching ▮▮▮ to recognize his thoughts, label his emotions, use coping strategies, ask for help, initiate tasks, and sustain attention to complete effortful tasks. ▮▮▮ needs frequent repetition until skills are mastered and generalization has occurred across settings. Instruction should include modeling, several opportunities for ▮▮▮ to respond, role-play using contrived situations, and reinforcement for correct responding. In order to promote generalization, skills should be visually reinforced in the classroom and preventative prompts should be used prior to times where skills may be used.	100 minutes per week	20 minutes per week	Special Education Teacher
Paraprofessional Services for health, physical, and/or behavioral support **01/03/2023 to 12/08/2023**	▮▮▮ will have access to a paraprofessional for a maximum of 150 minutes per school day. The paraprofessional will support ▮▮▮ during core math and reading. The paraprofessional will be available to provide assistance to help him comprehend verbal instruction, provide consistent praise and attention to increase on-task behavior and engagement, to help ensure that ▮▮▮ transitions from preferred activities to instruction or work, and to support with implementation of the behavior intervention plan. Paraprofessional support will be faded once ▮▮▮ meets specific milestones outlined in the para fade plan attached to this IEP.	150 minutes per day		

*Most students who have health, physical, and/or behavioral support are Medicaid billable, please make sure you ask your teacher if you have not completed the Medicaid training.

Activities & Supports:

This section outlines various supports that students may require such as program modifications, secondary transition activities and supports, support for school personnel and much more.

Activities & Supports	Description	Frequency	Provider/s
Assistive Technology Supports	██████ has a name stamp to identify her work.	Daily	Special Education Teacher
Program Modifications	While participating in the general education curriculum, ██████'s work will be modified based on her writing, behavior, communication, reading, and math goal areas and current independent and instructional levels.	Daily	Special Education Teacher
Other Activities and Supports	Family will provide diapers, wipes, and extra clothes. A changing table will be available to assist with toileting needs as well as frequent potty breaks.	Daily	Special Education Teacher
Other Activities and Supports	The AEA team will be available to support ██████s program as needed as indicated by progress monitoring data and teacher request.	As outlined in the description	Special Education Teacher
Supports for School Personnel	The teacher and the associate will have consultation/collaboration time to ensure generalization of skills for 2 hours per month. They will also discuss teaching/modeling of strategies, planning, preparing, and discussion of progress/concerns.	Daily	Special Education Teacher
Other Activities and Supports	A variety of behavior related strategies may be used with ██████ to support her learning. Examples may include, but are not limited to: visual cues/supports, short instructional sessions with frequent reinforcement, reinforcement paired with non-preferred tasks, first/then strategy, mixed/varied tasks with a ratio of up to 80% mastered to 20% new or unmastered skills, consistent/predictable schedule, fast paced instruction, and errorless learning.	Daily	Special Education Teacher
Other Activities and Supports	██████ needs a defined space in which to work. If behaviors occur the area should contain only the materials that she needs for that task. She needs preferential seating in an area that is easily accessible and large enough to have access to the teacher or para and materials that she will need in order to learn the curriculum.	Daily	Special Education Teacher

Accommodations:

IEP accommodations are specialized support and services designed to meet the unique needs of students with disabilities in the educational setting. These accommodations are put in place to ensure that students with disabilities have equal access to education and the opportunity to succeed academically and behaviorally. The accommodations are tailored to the individual student's needs and are outlined in their IEP.

IEP accommodations can vary widely depending on the student's specific needs, but some examples include:

Accommodations	Description	Frequency	Provider/s
Accommodation	█████ will have access to taking district wide assessments in a quiet setting with limited distractions to help maintain █████'s focus. █████ will have access to breaks when needed. █████ may need to read the material out loud to an adult or whisper read to make sure he is giving his best effort.	As Outlined in the Description	Special Education Teacher
Accommodation	█████ will have access to taking classroom assessments in a quiet setting with limited distractions to help maintain █████'s focus. █████ will have access to breaks when needed. █████ may need to read the material out loud to an adult to make sure he is giving his best effort. Adults will make sure █████'s desk of clear of additional materials that may be distracting to him.	As Outlined in the Description	Special Education Teacher
Accommodation	Because of his reading disability, █████ can have access to different ways to access reading materials. This may include having teachers or peers read materials to him to ensure comprehension, books on tape, computer reading text, etc. He will be allowed extra time to complete grade level reading tasks if needed.	As Outlined in the Description	Special Education Teacher

Accommodations	Description	Frequency	Provider/s
Accommodation	When given DWA's, ████ will have the tests read aloud, be given by a familiar person, in a distraction free setting. ████ will read aloud the reading comprehension tests to an adult if he chooses.	As Outlined in the Description	Special Education Teacher
Accommodation	████ will have access to a calculator during math and when taking math assessments in the general education and special education settings when appropriate.	As Outlined in the Description	Special Education Teacher
Accommodation	████ needs to sit in close proximity to the teacher and instruction (and near an adult if possible) in order to help increase his attention span, complete tasks, break down directions, and ensure he is following directions.	As Outlined in the Description	Special Education Teacher

Accommodations	Description	Frequency	Provider/s
Accommodation	When working on academic skill work, an adult needs to follow along with his/her finger guiding ███████ through reading and math work.	As Outlined in the Description	Special Education Teacher
Accommodation	Provide extra time for ██████ to complete assignments when necessary.	As Outlined in the Description	Special Education Teacher
Accommodation	Give ██████ the opportunity to orally respond rather than writing answers during assignments.	As Outlined in the Description	Special Education Teacher
Accommodation	██████ will have short 1 to 2 step directions, have directions repeated and/or re-explained as needed.	As Outlined in the Description	Special Education Teacher
Accommodation	██████ will have assessments with a reduction of multiple choice options, alternate testing locations, his assessments will be reduced into smaller chunks and he will have extended time to complete the assessments while working in a small group setting.	During Assessments	Special Education Teacher
Accommodation	██████ has a Behavior Intervention Plan that needs to be implemented with integrity by all staff working with him. A Functional Behavior Assessment led to the BIP.	Daily	Special Education Teacher
Accommodation	██████ will have the option of having models/information provided deskside or directly on his paper vs. copying/reading from the board	Daily	Special Education Teacher

Accommodation	██████ will be allowed to use text-to-speech software for any writing assignment requiring him to write more than a paragraph.	As Outlined in the Description	Special Education Teacher
Accommodation	Adults will check in with ██████ after he is given an assignment/task to ensure he understands the steps to complete the assignment. Upon ██████ request, adults can help him break down the assignment/task into chunks/smaller steps to ensure completion. He may require a checklist or timeline for larger/multiple day assignments/tasks.	As Outlined in the Description	Special Education Teacher
Accommodation	██████ will have access to a computer software program that reads the text on his computer screen to him (such as Google Read & Write) anytime he is completing an assignment, task, project, or assessment.	As Outlined in the Description	Special Education Teacher

How to Read a BIP

A Behavior Intervention Plan (BIP) is a formalized strategy used to address and modify challenging or problematic behaviors for students. BIPs are commonly developed for students with disabilities or individuals with behavioral challenges to provide them with support and promote positive behavior while reducing negative or disruptive actions.

Note: Each student has an <u>individualized</u> behavior intervention plan and every document will look differently. The following examples are intended to give you an idea of how to read BIPs that are from our students attending Newton CSD.

Overview & Behavior Goals:

This section will give you a basic overview of the appropriate behaviors, behavior(s) of concern, hypothesis statement(s) (purpose of the behavior), and the student's behavior goals.

Overview and Behavior Goals

Appropriate Behavior Statements

[REDACTED] is likely to engage in appropriate behaviors when he has a goal that he is determined to reach, when engaging in highly preferred activities by himself or 1-on-1 with an adult.

Target Behavior(s) of Concern

Behavior of Concern 1: Inappropriate Language

Definition of Behavior	Measure Used for Progress Monitoring
Inappropriate verbalization: means engaging in verbal behaviors that are targeting peers. Examples include yelling at peers, name calling, threatening peers, saying, "you're cheating" to peers. Non-examples include yelling at adults, saying, "no," blurting, singing (see verbal disruption).	Frequency / Rate

Behavior of Concern 2: Physical Aggression

Definition of Behavior	Measure Used for Progress Monitoring
Physical Aggression- means any attempt or actual physical contact with another person with his body (arms, legs), or with objects that could cause harm. Examples: biting, hitting, pinching, pushing, kicking others, jumping on others. Non-examples: touching someone in a non-harmful manner, accidentally bumping/hitting someone, touching peers during a game.	Frequency / Rate

Behavior of Concern 3: Physical Disruption

Definition of Behavior	Measure Used for Progress Monitoring
Physical Disruption: means physical actions, with body or objects, that disturb the learning environment. Examples: throwing things, pushing things off of his desk, stomping, tipping things over, getting in someone's personal space and touching them. Non-examples: accidentally knocking something off a desk or table, dropping something, touching someone for a high five or during a game.	Frequency / Rate

Hypothesis Statement(s)

Summary of the circumstances involving the behaviors of concern and the team's hypothesis of the function (purpose) the behaviors serve for the learner.

Physical Aggression

Function	Hypothesis Statement
Dual function - escape/tangible	During unsupervised activities with peers or corrective teaching, when ▮▮▮ perceives something as unfair, has a conflict with a peer, or when his access to a preferred item or activity is restricted by another, ▮▮▮ engages in physical aggression in order to gain access to preferred tangibles or activities and escape demands.

Inappropriate Language

Function	Hypothesis Statement
Dual function - attention/tangible	During activities with peers, when a preferred item or activity is restricted, when peers are in close proximity, and when he perceives something as unfair, ▮▮▮ engages in inappropriate language in order to gain peer attention and gain access to a preferred tangible or activity.

Refusal / Noncompliance

Function	Hypothesis Statement
Dual function - escape/tangible	During instruction, non-preferred transitions, or unstructured times, when given a non-preferred or difficult task, a demand to transition from preferred to non-preferred activities, or when he is denied access to preferred activities or tangibles, ▮▮▮ engages in refusal / noncompliance in order to escape demands and gain access to preferred tangibles or activities.

Vocal Disruption

Function	Hypothesis Statement
Dual function - escape/attention	During work tasks, instructional periods, or free-time, when ▮▮▮ is given a non-preferred demand, when he is corrected for his behavior, or when he is excited by something and/or attention is restricted, ▮▮▮ engages in vocal disruption in order to escape demands and gain access to adult and/or peer attention.

Physical Disruption

Function	Hypothesis Statement
Dual function - escape/tangible	During work tasks, transitions, instruction, and activities with peers , when ▮▮▮ is given a non-preferred demand, when he is corrected for his behavior, when he perceives something as unfair, or when a preferred tangible or activity is restricted, ▮▮▮ engages in physical disruption in order to escape demands and gain access to preferred tangibles and activities.

Note: Behavior goals are related to the target behaviors that are identified in the BIP and can target more than one behavior.

Behavior Goals

Goals	Target Behavior	Progress Monitoring
In 36 school weeks, ▮▮▮▮ will demonstrate the target skills (Following Directions, Staying on Task, and Engage in Appropriate Peer Interactions) a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Inappropriate Language	1 time per Day
In 36 school weeks, ▮▮▮▮ will engage in 0 incidents of physical aggression per school day for 20 consecutive school days.	Physical Aggression	1 time per Day
In 36 school weeks, ▮▮▮▮ will demonstrate the target skills (Following Directions, Staying on Task, and Engage in Appropriate Peer Interactions) a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Physical Disruption	1 time per Day
In 36 school weeks, ▮▮▮▮ will demonstrate the target skills (Following Directions, Staying on Task, and Engage in Appropriate Peer Interactions) a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Refusal / Noncompliance	1 time per Day
In 36 school weeks, ▮▮▮▮ will demonstrate the target skills (Following Directions, Staying on Task, and Engage in Appropriate Peer Interactions) a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Vocal Disruption	1 time per Day

Behavior Goals

Goals	Target Behavior	Progress Monitoring
In 36 school weeks, ▮▮▮▮ will not engage in 0 minutes of self-injurious behaviors, physical aggression, or elopement per day for 18/20 consecutive school days.	Elopement / Wandering	1 time per Day
In 36 school weeks, ▮▮▮▮ will not engage in 0 minutes of self-injurious behaviors, physical aggression, or elopement per day for 18/20 consecutive school days.	Physical Aggression	1 time per Day
In 36 instructional weeks, ▮▮▮▮ will demonstrate target skills (Following Instructions, Staying on Task, Accepting "No") a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Physical Disruption	1 time per Day
In 36 instructional weeks, ▮▮▮▮ will demonstrate target skills (Following Instructions, Staying on Task, Accepting "No") a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Refusal / Noncompliance	1 time per Day
In 36 school weeks, ▮▮▮▮ will not engage in 0 minutes of self-injurious behaviors, physical aggression, or elopement per day for 18/20 consecutive school days.	Self-Injurious Behavior	1 time per Day
In 36 instructional weeks, ▮▮▮▮ will demonstrate target skills (Following Instructions, Staying on Task, Accepting "No") a minimum of 80% of the school day for 18 out of 20 consecutive school days.	Vocal Disruption	1 time per Day

Strategies:

This section is very important and it should always be followed with fidelity. There are prevention strategies, teaching strategies, replacement/appropriate behavior response strategies, and behavior of concern response strategies. This section can be very long but is extremely important, please ensure that you understand the BIP and you are able to implement it for your student.

Prevention Strategies:

These are strategies that should prevent students from displaying inappropriate behaviors.

Dual function - escape/tangible	Elopement / Wandering, Physical Aggression, Physical Disruption, Refusal / Noncompliance, Self-Injurious Behavior, Vocal Disruption	Health and Wellbeing Supports	Non-Contingent Mindfulness Breaks ███ will have access to non-contingent mindfulness breaks throughout the school day (increased frequency when he seems particularly anxious). These will be done at neutral times per day in order to increase his present moment awareness, help with diffusion (ability to distance self from distressing thoughts or experiences) and acceptance. ███ will be given several choices in terms of which mindfulness activities he wants to engage in order to increase buy-in, promote independent use of these skills, and prevent strategies from being associated with a demand.
Dual function - escape/tangible	Elopement / Wandering, Physical Aggression, Physical Disruption, Refusal / Noncompliance, Self-Injurious Behavior, Vocal Disruption	Other	Adults working with ███ should avoid engaging in power struggles. When ███ attempts to argue with adults when he is fixated on something after the adult has already explained the rationale, adults should not continue to engage in back and forth verbal exchanges. Instead, adults should simply validate his feelings, praise him for appropriate expressions of the emotion and help him select a coping strategy that will help him defuse from the situation. Teaching with regards to flexibility skills that he could have used instead should occur during teaching opportunities during neutral times of the day. Example of flexibility skills that may be relevant should include matching his reaction to the size of the problem.
Dual function - escape/tangible	Elopement / Wandering, Physical Aggression, Physical Disruption, Refusal / Noncompliance, Self-Injurious Behavior, Vocal Disruption	Other	███ should be given choices throughout the day in order to allow him to feel as though he has some control over his environment and to prevent problem behaviors that occur when he is given to many adult demands. Choices may include: the order in which he completes his work tasks, his preferred time activities, which mindfulness activities he would like to engage in, etc.

Teaching Strategies:

These are strategies that should explicitly be taught by the special education teacher and reinforced by the associate. An associate should never introduce a skill that hasn't been taught but be reinforcing the teaching throughout the day.

Function	Target Behavior	Strategy Selection	Description
Dual function - escape/attention	Refusal / Noncompliance, Refusal / Noncompliance	Social-Emotional Learning (SEL) Skills	Description PLANNED TEACHING When introducing new or difficult skills, adults will use planned teaching. Planned teaching will occur at neutral times throughout the day (i.e., when ███ is regulated) and/or designated time for specially designed instruction for behavior. Adults will describe the skill and where it can be used, describe the specific, appropriate behavior, provide a reason that is meaningful to ███, practice using the skill during role-play or contrived situations, and finally provide feedback and positive consequences. Each time ███ engages in planned teaching he will earn positive points on his daily data sheet.
Dual function - escape/attention	Vocal Disruption	Functional Communication Skills	HELP ███ will be taught to request help throughout his day. ███ may verbally request help by raising his hand. All appropriate help requests will be honored immediately. Help will include high quality, positive adult attention and breaking down directions into 1-2 step directions. For novel or difficult tasks, help may look like modeling the first portion of the task for him or assisting using "I do, we do, you do." ███ will also be taught how to ask an adult to let him work independently. Requesting help will be taught to him throughout his day via planned teaching, preventative prompts, and blended teaching for promoting generalization.
Dual function - escape/tangible	Physical Aggression, Physical Disruption, Refusal / Noncompliance	Functional Communication Skills	BREAK Adults will teach ███ to recognize when he is frustrated or angry with work and needs a break. Adults will teach ███ how to ask for a break and will teach ███ the break procedure. ███ will be provided with multiple opportunities to practice asking for a break and that he earns points for asking for a break prior to escalating. ███ will be taught that after his break, he will need to return to the work task to start earning points. Adults will use preventative prompts following any transitions from break back to work.

Replacement/Appropriate Behavior Response Strategies:

These are strategies that should be done in response to each target behavior listed in the BIP.

Function	Target Behavior	Strategy Selection	Description
Dual function - attention/tangible	Inappropriate Language	Behavior Specific Feedback	EFFECTIVE PRAISE Adults will provide effective praise at least once every 5 to 10 minutes that ▆▆▆follows directions, stays on task, and engages in appropriate peer interactions, asks for a break and as frequently as possible when he demonstrates other appropriate classroom social skills. Effective praise will include showing approval, describing the appropriate behavior, giving a reason, and a positive consequence such as awarding points. Examples include, "▆▆▆ great job accepting "no" for an answer! This will help you hear more "yes" answers later. You have earned 1,000 points for accepting "no!" or "▆▆▆I love that you followed instructions! When you finish quickly, you may have more time for things you like to do!" You have earned 1,000 points for following directions!"
Dual function - attention/tangible	Inappropriate Language	Reinforcement System	▆▆▆ will have access to a motivation system, earning positive and negative points throughout the day. He will earn points throughout the day contingent upon his behavior and demonstration of the target skills. ▆▆▆ may also earn negative points for not demonstrating responsible behavior (see response strategy section). ▆▆▆ will have the opportunity to earn half of the points lost back via engaging in corrective teaching. He will have the opportunity to earn points at least 4 times per hour. The total number of positive points earned minus the total number of negative points earned will be calculated to equal a daily total. He will be responsible for recording points awarded by staff members. ▆▆▆will have the opportunity to use the points at the end of the day to purchase items from a predetermined menu of motivators options. Reward options should include opportunities to earn highly-preferred tangibles or activities and opportunities to earn additional ways to escape demands. Materials: Daily point sheet and reward options Person Responsible: All staff Schedule of Reinforcement: at least 4x/hour

Behavior of Concern Response Strategies:

These are strategies that should be done in response to each behavior of concern listed in the BIP. This starts with an initial behavior of concern and should address continued occurrence of behavior up to an administrative/office referral.

Function	Target Behavior	Strategy Selection	Description
Dual function - escape/tangible	Elopement / Wandering, Physical Aggression, Physical Disruption, Refusal / Noncompliance, Self-Injurious Behavior, Vocal Disruption	Task / Activity Continued	CORRECTIVE TEACHING - DAILY When ▮▮▮▮ engages in behavior that does not meet target skills, schoolwide, or classroom expectations the adult will facilitate the following corrective teaching interaction 1. Use initial praise or empathy to address the student. PRAISE EXAMPLE: "Great job staying in the classroom." EMPATHY EXAMPLE: "▮▮▮▮ I understand this may be frustrating for you right now." 2. Describe the inappropriate behavior EXAMPLE: "The direction is to begin writing and you are turning away from your assignment." 3. Issue a negative consequence with positive direction EXAMPLE: "Since you are not following directions, you have earned 1,000 negative points on your sheet. Remember you are going to have the opportunity to earn some of these points back." 4. Describe the appropriate replacement skill EXAMPLE: "When you are in a situation where this skill is required, such as - - - - - -. Here are the steps you can follow to use the skill of - - - - - -" 5. Give a reason for using the replacement skill EXAMPLE: "It is important to know/demonstrate the skill of FOLLOWING INSTRUCTIONS because you are more likely to have time to get your work done and move onto something you would like to do faster. Make Sense?" 6. Practice EXAMPLE: "Let's practice the skill of FOLLOWING INSTRUCTIONS. I am going to give you the same instruction to please take your seat, you will say 'okay' and then do it right away. Are you ready to practice? Please take your seat."

Continued…

CORRECTIVE INTERVENTION
When ▆▆▆ does not respond appropriately to corrective strategies, two cycles of corrective teaching, and a warning for corrective intervention, a corrective intervention will be conducted. The adult working with ▆▆▆ will request an additional adult interventionist to remove the student from the setting. This adult will employ corrective strategies to assist in ▆▆▆s regulation. Once ▆▆▆ shows signs of regulation the corrective teaching sequence will begin. The interventionist will address the original behavior of concern and those that followed. ▆▆▆ will be taught the replacement skills and practice the skill with the interventionist. He will return to the original setting of the behavior occurrence to have a re-entry meeting with the adult involved in the original corrective teaching sequence. At this time, ▆▆▆ will accept responsibility for his actions and apologize for the situation leading to the corrective intervention.

ADMINISTRATIVE REFERRAL
If after multiple corrective strategies are employed by the interventionist and ▆▆▆ is still not successfully regulating, the interventionist will call for an administrator to conduct another cycle of corrective strategies and a corrective teaching sequence to address the behaviors of concern. The administrator will teach replacement skills and require ▆▆▆ to practice the skills prior to returning to the original setting. He will return to the original setting of the behavior occurence to have a re-entry meeting with the adult involved in the original corrective teaching sequence. At this time, ▆▆▆ will accept responsibility for his actions and apologize for the situation leading to the corrective intervention.

Safety Plan:

The last part of the plan that you should be aware of is the safety plan. It is extremely important for you to know and be comfortable with the safety plan. This could prevent you and others from being injured.

Description of ████'s unsafe behaviors.

Physical disruption (PD): defined as engaging in physical behaviors not directed at others that are disruptive to the learning environment or destructive to classroom materials. Examples include throwing classroom materials, punching walls, doors, or objects, tearing up materials, climbing in the ceiling, climbing on top of cabinets, pulling apart cords, ripping up materials, tearing things off the walls. Non-examples include swiping away materials given to him (see non-compliance), leaving the classroom (see elopement), throwing objects directed at others (see physical aggression).

Physical aggression (PA): defined as engaging in physical behavior directed at others that has the potential to cause

others harm. Examples include biting, hitting, kicking, lunging at another person, grabbing arms of teachers, throwing objects at adults or peers. Non-examples include throwing objects not directed at others (see physical disruption), tearing apart classroom materials (see physical disruption), accidentally bumping into someone.

Elopement (E): defined as leaving more than 5 feet from his instructional area without permission. Examples include running from supervision in the school building, running outside to the parking lot, playground or across a street, climbing on top of furniture, wall dividers in the classroom and bathroom, window sills, or equipment racks in PE. Non-examples include: running from one piece of playground equipment to another, coming in from recess with adult permission to use the restroom, walking one foot ahead of adults in the hallway, or using objects for their intended use.

Self-Injurious behavior (SIB): defined as ████ engaging in behaviors directed at himself that have the potential to cause harm to himself. Examples include wrapping cords around his neck, banging his head against objects, banging his head against the wall, attempting to jump over the upstairs banister. Non-examples include climbing on furniture (see PA/D), lightly tapping himself, itching himself.

Safety Plan Actions and Supports

Continued…

Safety Monitoring	When ▮▮▮ demonstrates behavior that has the potential to cause harm to self or others and/or significant property damage, the school's crisis response team will be called to the setting. The crisis response team will assess the level of risk and determine the most appropriate, proportionate, and least restrictive intervention necessary to maintain safety. The Crisis response team is trained on de-escalation, decision-making in a crisis situation, allowable use of force, seclusion, restraint, and other state codes/laws/policies.
Staff Supports	When ▮▮▮ demonstrates behavior that has the potential to cause harm to self or others and/or significant property damage, the school's crisis response team will be called to the setting. The crisis response team will assess the level of risk and determine the most appropriate, proportionate, and least restrictive intervention necessary to maintain safety. The Crisis response team is trained on de-escalation, decision-making in a crisis situation, allowable use of force, seclusion, restraint, and other state codes/laws/policies.
Physical Aggression with potential to cause injury	PHYSICAL AGGRESSION WITH THE POTENTIAL TO CAUSE INJURY When ▮▮▮ demonstrates physical aggression that has the potential to cause injury, adults will immediately use restraint in order to prevent injury to himself or others and to relocate him to the seclusionary time-out. Once in the seclusionary time-out room, the door will be shut. Once ▮▮▮ is showing calm behavior (not rushing towards the door or engaging in physical destruction), the door will be opened. If upon opening the door, he re escalates, the door will be shut again. Adults will follow all chapter 103 laws related to seclusion and restraint. If at anytime while in seclusionary time-out, ▮▮▮ engages in behavior that has the potential to cause him harm (pulling out electrical cords, self-injurious behavior), the door will be opened and an adult will restrain him (if they feel it is safe to do so) following one warning (e.g., "▮▮▮ if you can't be safe, I will have to restrain you."). Once ▮▮▮ is showing safe behavior, adults will use de-escalation strategies such as expressing empathy, allowing him time to vent, paraphrasing and reframing what he has said, or using defusion strategies such as doing a 10-point check-in or engaging in mindfulness activities. Adults will give simple demands prior to engaging in corrective teaching in order to ensure instructional control. Following all instances of physical aggression, corrective teaching will include discussing appropriate ways to express his anger or frustration, helping him reframe thoughts that led to the problem behavior and select a replacement behavior, coping strategies, or more appropriate behavior that he could use next time.

Roles & Responsibilities

Classroom Teacher vs. Educational Associate

Task	Role of the Teacher	Role of the Educational Associate
Planning	Plans weekly schedule, activities, and lessons.	Implements plans as described by the teacher.
Classroom Organization	Classroom arrangement, seating charts, classroom design.	-Keeps the classroom organized and clean. -Helps implement start and end of day procedures.
Assessment	Administers and scores formal and informal assessments, generates and interprets results.	Administers informal assessments and collects data designed by the teacher.
Teaching	-Teaches the whole class, small group, and individual instruction . -Progress monitors IEP goals.	Reinforces and supervises practice of skills with small group and individual instruction. -Progress monitoring IEP goals as directed by the teacher.
Behavior Management	Observes behavior, develops individual and whole-class behavior management plans, implements behavior management strategies, and records and interprets data.	Observes behavior, carries out behavior intervention plans, and records data.
Working With Parents	Meets with parents in conferences and IEP meetings, initiates contact with parents/guardians.	Completes daily logs with teacher's approval.
Building a Classroom Environment	Creates schedules, shares goals and objectives, organizes job duties, promotes a collaborative learning environment, and facilitates team meetings.	Shares ideas and concerns, carries out job duties, shows flexibility, "see a need, fill a need".

Appropriate Educational Associate
Services Matrix

Administrator and Teacher Support to Ensure Appropriate Associate Services	
Administrators - Ensuring training and support for teachers who supervise educational associates -Ensuring paraeducator training and support designed specifically for their assignment -Establishing schedules that are designed to ensure appropriate supervision for educational associates -Being knowledgeable about associate roles and duties -Communicating clear information to parents/guardians regarding roles and duties of associates	**Teachers** -Provide clear directions, appropriate training, and appropriate supports for associate duties -Providing appropriate supervision for associates -Communicating regularly with associates regarding teacher and associate roles -Communicating clear information to parents regarding roles and duties of associates

Appropriate Associate Duties	Inappropriate Associate Duties
Instruction	
Reinforcing application of skills on previously introduced concepts. -Associates should be trained in how to follow, but not go beyond, teacher directions in practice and drilling sessions. **Reinforcing previously provided SDI (specially designed instruction)** **Generalizing accommodations in response to immediate needs** -Associates can build on skills that have been introduced to students. For example, if a student has been introduced to and trained in	**Introducing new skills and concepts that go beyond teacher directions.** **Providing SDI (specially designed instruction) that has not been taught previously by the teacher** **Planning instruction or selecting instructional materials** **Setting goals for students and/or classes** **Designing instructional materials**

the use of a particular strategy, that strategy can be generalized to other subject areas or social settings with the assistance of the associate. Or, if an associate has been trained to verbally model grammatical correctness, that modeling can be generalized to several settings. **Facilitating teacher instructions in small group activities** **Constructing instructional materials** -Associates can construct flash cards, games for review, or other review materials under the supervision of a teacher. **Assisting teacher in modifying or adapting instructional strategies and materials according to the needs of the learner** -Associates can oversee implementation of a licensed professional's (work experience coordinator, etc.) program for students in a community or work setting, including providing feedback to students as directed by the licensed professional. They can also collect and record assessment data in those settings and directed by the licensed professional, and share that information with the licensed professional who assesses and plans for continuing needs.	**Modifying the content of instructional materials** **Varying any component of a scripted programming or making assessments and instructional designing regarding student responses in a scripted program** **Designing student outcomes and expectations in work settings** **-**Working with employers or other work site supervisors to design student learning outcomes, student expectations, and other developmental components of the student's work setting program.

Appropriate Associate Duties	Inappropriate Associate Duties
Assessment	
Collecting data -Based on direction from the teacher, an associate can observe and document student social, behavioral, or academic performance if appropriately trained. The data are shared with the teacher who makes decisions on instructional goals. **Recording and charting data**	**Developing assessment materials** **Modifying the content of instructional materials** **Error analysis** (see note on "checking" papers in Appropriate Column) **Grading** (see note on "checking" papers in Appropriate Column)

"Checking" papers -Associates can check student work for which an answer key has been provided. **Reading test to students** -Associates need to be trained in appropriate test reading procedures.	**Administer standardized, diagnostic assessments** -Such as Basic Reading Inventory, PRESS, FAST

Appropriate Associate Duties	Inappropriate Associate Duties
Student Behavior	
Implementing student behavior plans -Associates need to be trained in how to follow, but not go beyond, teacher directions in implementing behavior plans **Implementing building-wide or classroom behavioral expectations such as PBIS if appropriately trained** **Supervising students during recess, bus duty, transportation, lunch duty, study hall, and other such periods of the day in which students have unstructured time** -Associates can also supervise hallways and accompany students going to classrooms or other sites in the school building (gym, library, etc.)	**Developing and evaluating student behavior goals and plans** **Developing and evaluating building-wide and classroom behavioral expectations**

Appropriate Associate Duties	Inappropriate Associate Duties
Family and Parent Interactions	
Interactions with family members -Associates may provide information regarding daily routines and upcoming events. If questions related to progress, instruction or specific student needs arise, the associate should direct the family to the teacher. **Input to individualized education program (IEP) planning**	**Interactions with family members** -Associate should not discuss student progress, student needs, and other educational program components with family members.

-Associates may be a source of information regarding student response to instruction and behavior programs by sharing information gathered through observation of student, if associates have been trained in appropriate observation procedures.	

Appropriate Associate Duties	Inappropriate Associate Duties
Organizational Duties	
Maintaining an inventory and ordering supplies as directed by the teacher **Maintaining an orderly, healthy, and safe environment** **Setting up and maintaining learning environments, learning centers and adaptive equipment as directed by the teacher** **Recording activities for documentation (implementation log)** **Copying and disseminating instructional/assessment materials** **Modifying the format of instructional materials (change to larger type, etc.)**	**Developing an inventory and making fiscal and organizational decisions on needed supplies** **Developing plans and routines for orderly, healthy, and safe environments** **Designing learning environments, learning centers, and adaptive equipment**

Appropriate Associate Duties	Inappropriate Associate Duties
Health Services	
Under the direction and monitoring of a health professional or health plan supervisor, an associate with appropriate training may assist with the implementation of a health plan	**Assist with implementation of a health plan without appropriate training** **Develop or modify a health plan**

| Appropriate Associate Duties	Inappropriate Associate Duties
Time Unsupervised *The general guidelines below regarding unsupervised time are intended to be balanced with guidance in the above categories. Decisions regarding unsupervised time need to be based not only on the amount of time, but also on the appropriateness of an associate's duties during that time.*	
Short periods -Associates can be left unsupervised by a licensed professional during short periods of time as long as the focus of the unsupervised time is to reinforce lessons that have been designed and introduced by the teacher. **Periodic and infrequent longer periods** -Associates can be left unsupervised by a licensed professional for occasional longer periods of time if the associate has been trained in and can demonstrate the following skills: • Knowing when and under what circumstances the teacher must be summoned for instructional or behavioral issues • Knowledge and demonstration of procedures for emergency situations **Time and specific duties need to be articulated and documented** -Parents need clear information regarding the associate's specific schedule and duties with their child. That information needs to be provided in a schedule or some other form of documentation.	**Class periods on a regular basis** -Associates should not take the place of a teacher who is out of the classroom for daily or regularly scheduled periods. **Should not be viewed as a substitute** -Associates should not regularly serve as an alternate for a special education teacher when the special education teacher has other regularly scheduled occurrences. *

*An associate who holds a substitute authorization is allowed to substitute during a teacher's absence only in the special education classroom in which the associate is employed [282 - 14.143(272)]. IMPORTANT NOTE: The substitute authorization is not intended to replace daily or regularly planned instruction.

Defining a Special Education Disability

Iowa Designation

The State of Iowa, as permitted by federal law, utilizes a noncategorical designation for all individuals, birth through age 21. The term "Eligible Individual" is used for individuals who are determined to be an individual with a disability and who are in need of special education and related services.
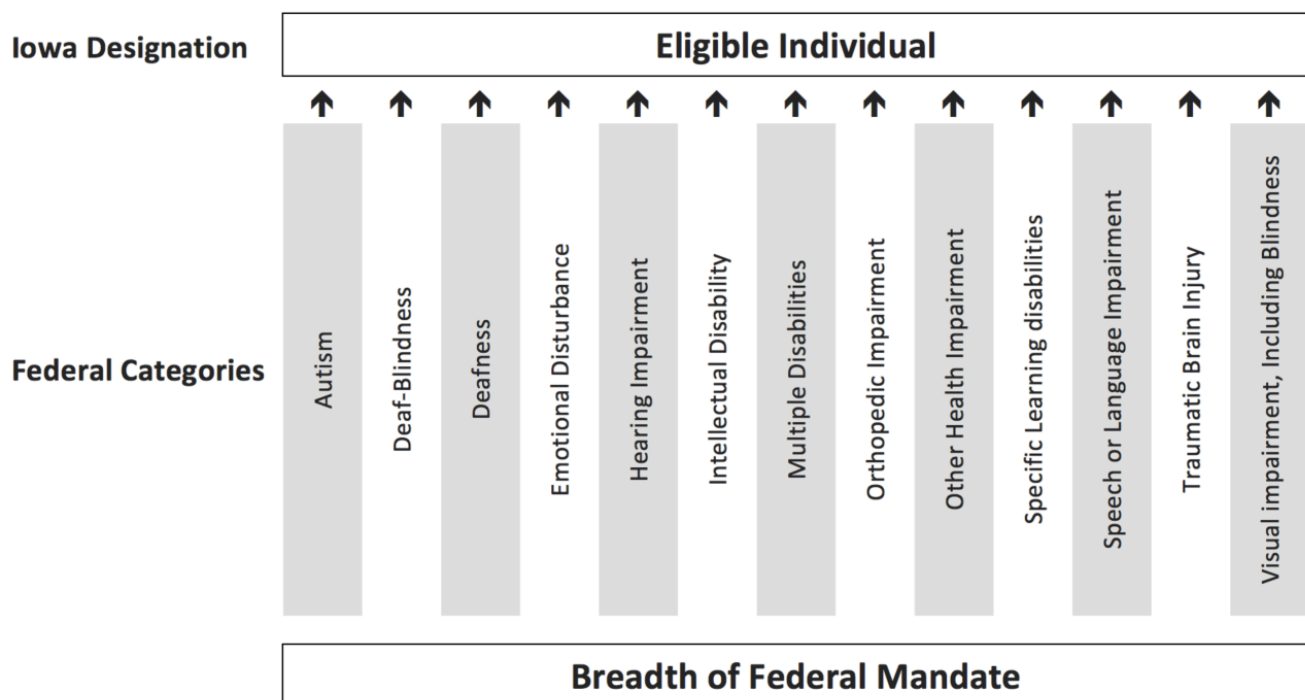
The Iowa Department of Education has adopted the position that disability categories or labels across all ages are not needed in the educational setting for the following reasons:
- the use of labels does not identify an individual's unique needs;
- labeling encourages the perception that all individuals in a category have the same characteristics;
- a label, in and of itself, does not provide educators with information regarding the individual's instructional needs;
- educators' expectations based on labels may influence the performance of students;
- labeling, in most cases, is negatively loaded terminology and maybe permanently stigmatizing;

- labeling puts the burden of failure on the student; and
- the use of labels may become the basis for assigning an individual to more restrictive services than required.

Iowa Performance Domains

In Iowa, the assessment areas for the comprehensive evaluation can be summarized within eight performance domains that represent the areas of skills and functions that are inherent in the 13 federally designated disability categories. These domains assure that all children who have disabilities are identified and provide a framework for consideration of the child's need for special education.

Domain	Description
Academic	Grade level achievement of standards related to basic reading skills (e.g., early literacy, phonics, phonemic awareness, concepts of print, decoding, fluency), reading comprehension (e.g., vocabulary, comprehension, sequencing), basic math skills (e.g., early math readiness, math calculations, numeracy, number sense), applied math skills (e.g., mathematical problem solving, time, money), written expression, listening comprehension, and oral expression.
Adaptive Behavior	Everyday living skills (e.g., dressing, eating, toileting), work skills, or school functioning skills (e.g., meeting timelines, organization of materials, engagement and persistence) that a child learns in the process of adapting to his or her surroundings.
Social Emotional Behavior	Awareness of self, identification, and expression of emotions, self-regulation, and interaction with others.
Communication	Receptive and expressive language (understanding, form, content, or use). This includes, but is not limited to, language (social communication), vocabulary, speech sound production, voice (nasality), or fluency.
Health	The general condition of the body or mind, especially in terms of the presence or absence of illness, injury, or impairments.
Hearing	The ability to perceive sound.

Vision	The ability to see.
Physical	Gross/large motor skills, fine/small motor skills, and mobility for learning, living, and work.

Observing and Collecting Data

Associates are often asked to provide data regarding the students they work with as a means of documenting progress toward IEP goals and determining the effectiveness of a student's program. This documentation may be in the form of anecdotal reports, checklists or formal and information observations.

Observing

Acquiring and using objective skills of observation and keeping data are important to all associates. Much of the information needed by the team to determine whether or not children are gaining new skills is acquired by careful observation and good record keeping. In addition, observation will keep the team posted on whether or not the individuals are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP.

The written information as to what has been observed is called "data". It serves as a more permanent record of what is seen or heard and, when done well, is an objective account of the individual's activities and skills. It is important to keep written data on all the observation activities. If this is not done, there is a risk of reporting inaccurately what has happened.

Carrying out observations and keeping data must be done with an objective point of view. Sometimes, we may be tempted to let our biases or prejudices get in the way. We may like one student better than another and tend to look more favorably on his/her activities. It is very important to guard against these inclinations and to put down precisely what is seen or heard and to avoid anything that is stigmatized by personal perceptions of a child or a specific behavior.

Observation Is:
Systematically watching what a person does and says, then recording the behaviors in order to make instructional decisions (decisions are made by the IEP team). Observation should:

- Be done for a specific reason;
- Provide samples of a student's behavior over a period of time, in a variety of settings; and
- Be objective

Objective Observation Means:

- Watching events without being affected by personal biases/prejudices;
- Watching what is happening without guessing at the reasons that cause the action;
- Watching the activity without judging whether it is good or bad, and

- Producing an objective record that states exactly what an observer sees and hears.

Through observation, we can learn what the child can do, what the child likes or dislikes, how the child behaves under various circumstances and how the child interacts with people.

Observing Objectively

There are two points to remember when making observations:

- A behavior must be observable and
- A behavior must be measurable.

In other words we must be able to **see** or **hear** a behavior and we must be able to **count** or **time** how often a behavior occurs.

Keeping Data

There are several ways a teacher may ask you to keep data. A few of the most common data collection techniques are:

Checklists- These may be in the form of standardized checklists that include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by the teacher. When associates work with a checklist, they simply watch the child and record whether or not the behavior described is observed.

Anecdotal Records- These usually consist of a sentence or two written in a notebook that describe what the child is doing at a specific moment. When making an anecdotal record, only behaviors that can be seen or heard and behaviors that can be counted should be recorded.

Frequency or Duration Notes- Sometimes the information that is to be collected refers to how often or how long a behavior is occurring. For example, the team may want to know how many times a child talked to or communicated with playmates or how often a child initiated a conversation with peers. For this kind of record keeping, associates will count the frequency and length of the behavior occurring.

Interviewing- This is a specific kind of record keeping, one in which the team is trying to determine what the child likes or dislikes, what the child's interests are, or other feelings or beliefs that cannot be observed. When interviewing, it is extremely important to record precisely what the child says. There is no room for editorializing in this kind of record.

Behavior Management

Managing Student Behaviors

Every student in our classrooms is different and will require different strategies for behavior management. However, this is a list of constant standards that we will uphold for EVERY student in our classrooms.

- ➔ Use of positive reinforcement strategies **before anything else!**
- ➔ The use of physical restraints should ONLY be used in the event that the student is posing an immediate threat to cause physical harm to themselves or others.
  - ◆ We do **not** resort to physical intervention for any other behaviors, no exceptions.
- ➔ Do not talk about student's behavior in front of them. They can hear and understand you regardless of their language skills. Be respectful.
- ➔ We **will** follow the students Behavior Intervention Plan (BIP) as it is written.
- ➔ We never tell a student that they are "naughty" or "being naughty". "Naughty" cannot be operationally defined, it is unproductive, and does nothing but pass shame and blame to the student. We are teaching skills to growing students. We are not raising "good kids" or "bad kids" or "naughty kids".
- ➔ Associates should implement behavior management strategies as they have been taught by the special education or general education teacher.

Positive Reinforcement

We will praise all students in a 5:1 ratio. Students should experience predominantly positive interactions (ratio of 5 positives for every negative or correction) in all locations of school. Each building has their own positive reinforcement system in place, please contact administration to ask for specific praise details (such as tickets, Cardinal Cash, etc).

- ● **Positive Interactions** =
  - ○ Greetings and farewells
  - ○ Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent)
  - ○ Behaviorally specific feedback as to what the student did right (contingent)
- ● **Negative Interactions** =
  - ○ Reprimands
  - ○ Sarcasm
  - ○ Non-specific behavioral corrections
  - ○ Ignoring student behavior (appropriate or inappropriate)

Types of Praise:

- General Praise: "Good job"

- Specific Praise: "Nice job of staying on task."

- Effective Praise: "Nice job of accepting criticism. You looked at me, said 'Okay,' and stayed calm. When you accept criticism that way, little things don't become more serious. Because you accepted criticism, you are earning Cardinal Cash"

How to provide specific positive feedback for behavior:

Step 1: Observe expected student behavior
Step 2: Acknowledge specific behavior/rule
Step 3: Link to school-wide expectation
Step 4: Provide tangible reinforcement

Example: "I noticed you were on time this morning, that's being responsible!"
Non Example: "Good job!" , "Way to go!" , "You are a rockstar!" , "Great!"

You do not always need to provide a tangible reinforcement item (i.e. Cardinal Cash, ticket) but students need to know **what** they are receiving positive feedback for.

We want to utilize Specific and Effective praise most often to increase positive student behaviors.

BoysTown Specialized Classroom Management
Some classrooms are utilizing the BoysTown Specialized Classroom Management model. If you are assigned to a behavior specific classroom, you will have in depth training of the BoysTown Specialized Classroom Management so you are able to fully implement all components of BoysTown.

The BoysTown Specialized Classroom Management is a research-based system that allows you to connect with, motivate, and teach students who often have experienced multiple or repeated failures in school. It also provides you with the organization, structure, and knowledge to facilitate and manage academic and behavioral learning.

Correcting Undesirable Behaviors

We will utilize a corrective consequence system for monitoring, interrupting, and discouraging behavioral errors which provides:

- <u>Feedback</u> for students
- <u>Consistency</u> across staff and administration
- <u>Predictability</u> but not rigidity
- <u>Clarity</u> about what is handled in class vs. office
- <u>Efficient data collection</u> to allow rapid response to behavioral error patterns

How to provide positive and corrective contingent feedback:

Step 1: Respectfully address the student
Step 2: Describe inappropriate behavior
Step 3: Describe expected behavior/rule
Step 4: Link to school-wide expectation
Step 5: Redirect back to appropriate behavior

Example: "Hi, Jen. You are using a level 3 voice. You should be using a level 1 voice to demonstrate being respectful to others during work time. Keep sharing your ideas using a respectful level 1 voice."
Non Example: "Jen, stop using a level 3 voice! Others are trying to work!"

Educational Associate Evaluation

Evaluation

You will be formally and informally observed throughout the school year to evaluate your performance and effectiveness in your role as an educational associate. During the observations, the observer will closely observe your interactions with students, your instructional support techniques, and your overall performance as an educational associate. They may take notes, gather data, and use the below predetermined evaluation criteria to assess your effectiveness.

Please be assured that this evaluation is standard procedure aimed at providing constructive feedback and supporting your professional growth. Following the observation, your administrator will schedule a meeting to discuss your performance and provide you with feedback, recommendations, and opportunities for professional growth.

<u>Criteria:</u>

1. Relates effectively and courteously to children with special needs
2. Demonstrates the emotional maturity and stability necessary for the specialized work involved
3. Establishes a loving, caring, helpful relationship with children
4. Exhibits initiative and insight to anticipate problem situations and/or when a child is in need of assistance
5. Attendings training/in-service to assist with specific student needs
6. Demonstrates the ability to follow the district and building policies and practices
7. Demonstrates promptness and consistent attendance
8. Communicates effectively with others (fellow employees, students, parents)
9. Follow the curriculum assigned to the student
10. Demonstrates efficient work and organizational skills
11. Demonstrates ability to work with individual students or groups of student to reinforce learning of material or skills prepared by the teacher
12. Assists the teacher in devising special strategies for reinforcing materials or skill based on an understanding of individual students, their needs, interests, and abilities
13. Guides independent study, enrichment work, hygiene needs and remedial work as set up and assigned by the teacher
14. Checks notebooks, correct papers, supervises testing and makeup work and other needs assigned by the teacher
15. Assists with group activities such as drill work, reading aloud and storytelling

16. Alerts the regular teacher to any problem and special information about an individual student
17. Assists children in need of special attention per expectations of the classroom teacher and building principal
18. Assists teacher with any physical needs of student(s) - bus, lunch, and special classes, as directed by building publications and by a student's IEP
19. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers
20. Participates in in-service training programs, as assigned

Glossary of Special Education Terms and Acronyms

Term	Acronym	Explanation
Accessible Instructional Materials/Accessible Educational Materials	AIM/AEM	Materials that provide the same educational information found in textbooks, pamphlets, etc. in a different format. Examples include Braille, large print, audio, and digital text. (May also be referred to as AIM; AEM is the newer, broader term for accessible materials.)
Accommodation		Accommodations are supports or services provided to assist a student access the general curriculum and demonstrate learning.
Age of Majority		The age at which a student gains the rights to make his/her own decisions, including those related to education. In Iowa, this happens at age 18 or when a person gets married.
Americans with Disabilities Act	ADA	A federal civil rights law that protects people with disabilities at work, school, and in public places.
Area Education Agency	AEA	The state of Iowa is divided into nine AEAs. Each AEA provides local school districts with support and assistance.
Assistive Technology	AT	Any service or device, including software or equipment, that helps people work around their challenges. Examples include pencil grips, text to speech, or word prediction software.
Augmentative and Alternative Communication	AAC	A means of communicating ideas and feelings that does not involve speaking. Examples include sign language, pictures, mobile device, and speech-generating devices.
Behavior Intervention Plan	BIP	A plan designed to increase (reinforce) positive behaviors and decrease problem behaviors. This plan is developed by reviewing the results of a Functional Behavior Assessment (FBA).
Caseload		Refers to the number of students with Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs) served by a special education teacher and other professionals through direct and/or indirect service delivery options.
Caseload Review Threshold		The district determined a point that indicates that a caseload conversation is recommended between a teacher and administration.
Child Find		The process used to identify and evaluate students for special education services.

Child Outcome Summary Process	COS	A summary of a child's functioning in each of the following three child outcome areas: ● Positive social-emotional skills, including social relationships ● Acquisition and use of knowledge and skills, including early language/communication and early literacy ● Use of appropriate behaviors to meet their needs
Collaborative Services		Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.
Consulting Teacher Services		Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education or regular early childhood program teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom or program.
Disability Suspect	DS	A term indicating that a disability is suspected that may be impacting a child's performance in school. This would trigger the need for a Full and Individual Initial Evaluation (IEE).
Dynamic Learning Maps	DLM	Assessments that are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.
Early ACCESS	EA	Iowa's system for providing early intervention services for infants and toddlers, birth to age 3, with a developmental delay or disability. This program includes support to parents to help their children learn and grow.
Early Childhood	EC	Services and programs provided to children ages 3–5.
Early Childhood Iowa	ECI	Programs across the state which provide support to achieve proven results for children ages 0–5 and their families.

Early Childhood Outcomes	ECO	The goal of early intervention and early childhood special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. The three Early Childhood Outcomes areas include: ● Positive social-emotional skills (social relationships) ● Acquires and uses knowledge and skills (early language/communication) ● Uses appropriate behaviors to meet their needs
Early Childhood Special Education	ECSE	Services and supports for children with special needs ages 3–5 that are provided by AEAs and local school districts.
Educational Evaluation Report	EER	A document that shows the results of an initial evaluation used by the team to report their evaluation findings.
Eligible Individual	EI	In Iowa, the term 'eligible individual' is used to describe any student who has been determined to be eligible for special education services and/or supports and who has an IFSP/IEP.
Extended School Year Services	ESY / ESYS	Special education services that are provided to a child with a disability beyond the normal school year and are provided at no cost to the parent or the child.
Family & Educator Partnership	FEP	A program that develops and sustains partnerships between families, educators, and community providers to promote success for all children and youth with disabilities.
Free & Appropriate Public Education	FAPE	Special education and related services that are free and appropriate for a student's unique needs, guaranteed under IDEA.
Functional Behavioral Assessment	FBA	A process to help understand a child's problem behavior(s).
Independent Educational Evaluation	IEE	An evaluation conducted by a qualified examiner who is not employed by the district or AEA. An IEE is completed, per parent request, when the parent disagrees with the results of an evaluation completed by the district or AEA.
Individual Health Plan	IHP	A document that outlines necessary services to address a student's health needs at school. An emergency health plan may be included if determined necessary by the team.
Individualized Education Program	IEP	A document that outlines the special education goals, services, and supports of a child who has been determined to have a disability and is in need of special education. This document is reviewed annually to determine if changes in services and supports are needed.

Individualized Family Service Plans	IFSP	An IFSP outlines a child's and family's unique needs, outcomes, and the early intervention services and supports determined necessary by the IFSP team. When a child is determined eligible and the parents consent to services, the initial IFSP is drafted and implemented. Thereafter, the IFSP team will review the IFSP at least every six months and redetermine eligibility at least annually.
Individuals with Disabilities Education Act	IDEA	A federal law which guarantees the educational rights of individuals with disabilities.
Iowa Core		The Iowa Core standards describe what students should know and be able to do from kindergarten through 12th grade in math, science, English language arts and social studies. The Iowa Core also sets learning goals for 21st Century skills in areas such as financial and technological literacy. The Iowa Core is a set of common expectations for school districts across the state. It is not a curriculum, so decisions about how to help students meet learning goals remain in the hands of local schools and teachers.
Iowa Core Essential Elements	EE	The Iowa Core Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Core Standards. The purpose of the EEs is to build a bridge from the content in the Iowa Core Standards to academic expectations for students with the most significant cognitive disabilities.
Iowa IDEA Information	i3	An online and accessible platform for procedures, guidance, and resources related to Early Intervention and Special Education.
Iowa Vocational Rehabilitation Services	IVRS	Iowa's state vocational rehabilitation program provides individualized services to Iowans with disabilities to achieve their independence through successful employment and economic support.
Learning Disability/ Specific Learning Disability	LD / SLD	An umbrella term for a variety of learning problems. These typically fall into three categories: ● Dyslexia (reading issues) ● Dysgraphia (writing issues) ● Dyscalculia (math issues)
Least Restrictive Environment	LRE	The environment in which a child receives appropriate supports and services while learning with nondisabled peers.
Local Education Agency	LEA	The local school district.
Modification		Changes made to the context and performance standards for students with disabilities. It changes the playing field for a student.

Multi-tiered System of Supports	MTSS	A systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system by providing students with universal, targeted, and intensive support.
Occupational Therapy	OT	Provides help for people to fully engage in all aspects of life, including school, work, and play. Examples could be assistance in areas of daily living such as cooking, dressing, eating, or driving.
Other Health Impairment	OHI	A disability that includes limited strength, vitality, or alertness due to chronic health problems. In addition, developmental delays or problems with education performance may result.
Physical Therapy	PT	Specially designed exercises and equipment to help people improve or regain their physical abilities.
Positive Behavioral Interventions and Supports	PBIS	Services and supports to promote and maximize academic achievement and behavioral competence of all students.
Postsecondary Expectations	PSE	A portion of a student's IEP (from age 14 and beyond) that allows for planning beyond high school in the areas of living, learning, and working. This should be based on assessment information, including the student's interests and preferences.
Postsecondary Summary	PSS	Summary of a child's academic achievement and functional performance which includes recommendations on how to assist the child in meeting their postsecondary goals. **This document was formerly known as the SAR (Student Accommodation Request).
Present level of Academic Achievement and Functional Performance	PLAAFP	A section of an IEP that provides a summary of academic achievement and functional performance.
Prior Written Notice	PWN	A written notice to families providing information on the proposed or refused actions as a part of the IFSP/IEP process.
Procedural Safeguards		Explanation of the specific rights and responsibilities of the family in the special education process. Translations of the manual are available in seven languages: English, Arabic, Bosnian, Laotian, Serbo-Croatian, Spanish, and Vietnamese.
Quality Preschool Program Standards	QPPS	The State of Iowa believes that high quality research-based early learning experiences are essential to building a foundation for achieving positive outcomes for children. In addition, it is the Department of Education's belief that providing a diverse array of environments interwoven with family and community support leads to ultimate learning opportunities for young children of Iowa.

Reevaluation		An assessment conducted every three years, or as necessary, to determine continued eligibility and the best way to meet the student's learning needs.
Secondary Transition		The process for students, beginning no later than age 14, that focuses on planning for the future in the areas of living, learning, and working.
Service Provider		Any provider of a service described in a student's IEP such as Special Education Teacher, Speech Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), associate, etc.
Special Education	Sp.Ed. / Sped	Supports and services provided to eligible individuals to address their unique needs.
Specially Designed Instruction	SDI	Adapting the content, methodology, or delivery of instruction as appropriate to the needs of the child. The instruction should: ● Address the unique needs of the child that result from the disability; and ● Ensure access to the Iowa Core, so that the child can meet the educational standards that apply to all children ● Must be delivered by a highly qualified special education teacher
Speech Language Pathologist	SLP	An expert in communication who assesses, diagnoses, and treats individuals with communication and swallowing disorders.
Statewide Voluntary Preschool Programs	SWVPP	A preschool program available to Iowa residents, with or without disabilities, who reach age 4 on or before September 15 of the school year.
Transfer of Rights		The act of transferring rights from the parent to the student. This gives the student the right to make his/her own decisions, including those related to education. In Iowa, this happens at age 18 or when a person gets married.
Universal Design for Learning	UDL	An educational framework for applying universal design principles to the learning environment with a goal toward greater accessibility for all students, including students with disabilities.
Visual Impairment	VI	Impairment to vision that adversely affects an individual's learning. This includes partial sight and blindness.

*Adapted from the Iowa Department of Education Special Education Terms and Acronyms