

**Jordan School District**  
**Special Education Program Expectations**  
**Self Assessment and Classroom Observation**

*Place date in appropriate column*

	Need	In progress	In place	Maintained
<b>Section 1: Classroom Management/Behavior Expectations</b>				
<b>A. Classroom Structure</b>				
1. Classroom rules/expectations are positively stated, posted, and systematically and explicitly taught and reinforced.				
2. Classroom routines & transitions are taught, practiced, reinforced. (e.g., entering the classroom, going to the bathroom, getting help, bus routines).				
3. A hierarchy of consequences is identified, posted, and taught (e.g., minutes from free time, passing time, recess) All consequences are implemented immediately and consistently.				
4. Research-based consistent class reinforcement system(e.g., group contingency, reward menu) and individual reinforcement systems (e.g., point card, reward menu) are maintained.				
6. Daily schedule is prominently posted and reviewed frequently.				
7. Classroom is arranged to (a) facilitate student attention to instruction, and (b) minimize environmental and/or peer distractions.				
8. Students are actively engaged, on-task, and participating in the learning process.				
<b>B. Classroom Climate</b>				
1. All students are treated with respect and dignity.				
2. All students receive a minimum 6:1 ratio of reinforcement to correction.				
3. All staff is well acquainted with students' personal characteristics, needs, interests, attributes, strengths, and weakness.				
4. Positive peer interactions and social skills are taught and reinforced.				
5. A home-school communication system, which communicates progress on students' target behavior goals, is established and implemented (e.g., home notes, daily trackers, planners, and progress reports).				
<b>C. Behavior Programming</b>				
1. Behavior interventions follow the Least Restrictive Behavioral Intervention (LRBI) Guidelines and are implemented consistently for groups and individuals (e.g. universal, targeted, individual, and a BIP).				
2. Student needs are identified on the results of the FBA and the BIP is generated with targeted interventions and IEP goals. Adjustments to the goals are made based on student response to interventions and data collected by staff. <i>***Required for all students in SEB classrooms</i>				
3. Social skills are identified, explicitly taught, and reinforced.				
4. A level system of privileges and responsibilities is developed and implemented. <i>***Required for SEB classrooms</i>				
5. Staff maintains a current Mandt or ASPEN certification and implements trained procedures. <i>***Required for SEB, MD, Autism classrooms</i>				
6. An Emergency/Safety Plan is developed and implemented (e.g. identify a safe place for cool down time, define a process for room clear, process to communicate with outside agencies and guardians).				
7. For settings that are approved to use Seclusionary Time Out procedures (i.e., Time Out Rooms) the following are in place: 1) staff attend an annual time out training 2) time out logs are consistently maintained and 3) a copy of time out logs is submitted to the District LRBI committee at least quarterly.				
8. Behavior data is collected systematically and reviewed frequently to assess progress and make decisions.				
9. Specific behavior skills are explicitly and systematically taught and reinforced.				
10. Identified sensory needs are addressed to support individual students (e.g., facilitate attention, improve self-regulation, etc.).				

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<b>Section 2: Curriculum &amp; Academic Expectations</b>				
<b>A. Effective Instructional Practices</b>				
1. Group and individual lesson plans are written and implemented using an effective instruction cycle, including: 1) Opening (attention, review, preview), 2) Body (Model - "I do it," Prompt - "We do it," Check - "You do it."), and 3) Closing (review, preview, independent work).				
2. Effective instruction procedures are consistently implemented, including: 1) error correction, 2) high rate of student response, 3) continuous scanning and monitoring, 4) data informed lesson plans, 5) immediate reinforcement/feedback, 6) an engaging core curriculum which includes problem solving, cause and effect, higher order questions, etc.				
3. Academic and behavior progress monitors are used to track progress and adjust instruction.				
4. Formative and summative assessments are used to differentiate instruction to meet each student's needs.				
5. Students are positively engaged, on-task and actively participating in the learning process.				
6. Task analysis, chaining, and discrete trial procedures are used to teach new academic and access skills. <i>***Required for Autism, MD, ID, Pre-K, DK classrooms</i>				
<b>B. Grade Level Core or Extended Core</b>				
1. IEP goals are aligned to the core curriculum.				
2. Functional skills are identified, explicitly taught, and reinforced, as needed.				
3. Curriculum follows the grade level core or extended core (essential elements) using research-based programs.				
4. District standards (elementary) for instruction of Language Arts and Math are followed -- 3 hours of Language Arts instruction and 1 to 1.5 hours of Math instruction are provided daily. <i>*** For self-contained support classrooms</i>				
5. Accommodations and modifications are consistently provided based on individual needs as determined by the IEP team (e.g. augmentative assistance, testing needs, increased support).				
6. Students have access to all required curricular content areas.				
<b>Section 3: Data Collection Expectations</b>				
1. A data collection system is in place to allow weekly review of progress on student goals. Formal progress reports must be provided to parents or guardians at least as frequently as they are reported for nondisabled peers (3 times per year for elementary and 4 times per year for secondary).				
2. Academic and behavior data is collected, displayed, analyzed, and shared to allow IEP team members to make instructional decisions, adjustments, and/or document the need for movement to more/less intensive interventions using a PLC model.				
<b>Section 4: Mainstreaming/Inclusion Expectations</b>				
1. A mainstream/inclusion plan is in place, which outlines how a student will be mainstreamed and/or placed in a less restrictive setting. The plan is based on student goals and supported by data to address the following: 1) Who?, 2) When?, 3) Where?, 4) How?, 5) Why?				
2. The school team identifies ways to increase opportunities for inclusion for each student within their building.				
3. Multiple supports for the student and the general education teacher are in place while mainstreaming students into the general education setting.				
4. A plan is in place to facilitate increased independence in a less restrictive environment.				
5. Individual needs are considered for a variety of levels of integration (e.g. multiple options to gain access to non-disabled peers, reverse mainstreaming, peer tutoring, peer buddies, etc.).				

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<b>Section 5: Teaming/Collaboration Expectations</b>				
<b>A. Special Education Team</b>				
1. A weekly team meeting is scheduled to ensure communication between members of the special education department.				
2. District-wide resources are utilized as needed (e.g., teacher specialist, behavior specialist, etc).				
3. A system is in place and utilized by all team members for maintaining file compliance (e.g., database with IEP and evaluation timelines and due dates).				
4. Roles of all team members are discussed and clarified including paraeducators, LEA, special educators, SLP, school psychologist and other itinerant providers (teachers for the hearing impaired, visually impaired, motor team, etc.).				
<b>B. School</b>				
1. Special education team members actively participate in the school's Professional Learning Committee (PLC) process with a focus on learning, collaboration, and results. PLCs are guided by four main questions: 1) What is it we expect students to learn? 2) How will we know when students have learned it? 3) How will we respond when students don't learn? 4) How will we respond when students already know it?				
2. All members of the special education department understand and implement a PLC problem-solving model for decision-making with both general education and special education involvement.				
3. All staff, including general education staff (e.g. art, P.E., music), who serve the student throughout the school day are aware of students' IEP needs and assist in data collection and implementation of the IEP goals.				
<b>C. Feeder Schools and Other Agencies</b>				
1. Establish collaborative relationships with outside agencies that provide supports and services to students such as vocational rehab, mental health agencies, Division of Services for People with Disabilities (DSPD), outside service providers, local police, Baby Watch (Early Intervention), etc.				
2. A system of communication is in place to support students as they transition from one school setting to another, including early intervention and				
<b>Section 6: Compliance &amp; District Resources</b>				
1. A system is in place for monitoring and maintaining compliance to ensure that all IEP decisions and programs are appropriate and defensible (e.g. databases and spreadsheets, current SCRAM reports that match IEP services, student logs, Medicaid logs, yearly list of IEP dates, process for setting up IEP meetings and testing).				
2. Staff is aware of methods for accessing and utilizing district supports (e.g., critical need request, technology requests, transportation requests, etc.).				

\*\*\*Expectations that are required in specific programs must be considered for all students in that program, but may not apply to every student. Although these strategies may not be required in other settings, teams are encouraged to review them for applicability to students in any program.

**Program Key: Pre-K - Pre-school, DK - Diagnostic Kindergarten, ID - Intellectual Disabilities, SEB - Social Emotional Behavior, MD - Multiple Disabilities, FBA- Functional Behavior Assessment, BIP- Behavior Intervention Plan**