

CBLT November 30, 2016

Attending:

Maribel Aponte.....CTA	Gloria Fernandez.....District	Phyllis Mills.....CTA
David Azzarito.....District	Bill Floyd.....District	Megan Oates.....CTA
Carmen BalgobinDistrict	Theresa Harter-Miles...District	Clay Phillips.....CTA
LeighAnn Blackmore....District	Allison Kirby.....District	Ron Pilgrim.....District
David Cintron.....CTA	Sharon Leonard.....CTA	Kenrick Pratt.....CTA
Doreen Concolino.....District	Lisa Marie Lewis.....CTA	Krista Russell.....District
Albert Davies.....CTA	Michael Marzano.....CTA	Patricia Walker.....District
Wendy Doromal.....CTA	Clinton McCracken.....CTA	Tom Winters.....CTA
		Stephanie Wyka.....District
		Rea Xenja.....CTA

Guests: Stephanie Heron, Dr. Brandon McKelvey, Dr. Vickie Cartwright, Dr. Tricia Phillip-Magee
Latonya Green, Katheryn Shuler

Clarification on minutes from October bargaining session

504's: CTA acknowledges that documentation is required. Daily documentation is not required by statute or federal law.

Social Workers and district phones. Social workers should not be charged a tax. Ruling was provided Kenrick

- Pg. -2 - Documentation – clear that documentation is required. The frequency of the 504 documentation. Nowhere in the statute does it call for daily documentation. Does not say you must do this daily, this is over burdensome.
- Pg. 3 – Social Workers, suggested that having the phones caused tax. CTA provided IRS ruling.

Krista – has been reissued this year.

Kenrick – want the notes to reflect we had that discussion. Tax on the district, and IRS ruling was supplied. Would like it added to the minutes.

Agenda:

- Temporary Contract Teachers and Voluntary Transfer Period
- Evaluation Ratings Scales Discussion
- Student Learning Growth Appeals
- Supplements
- 504 Documentation Process
- Deliberate Practice Scoring

Temporary Contract Teachers:

The District is finding that it is difficult to rehire temporary contract teachers. Once they receive their letter during the reappointment process that their employment will be terminated, they find jobs elsewhere. The District proposed that temporary contract teachers be added to the voluntary transfer period, where they can be interviewed and offered positions for the following school year. The citation is Article IX, Section H.5. The temporary contract teachers could be added to the second week. The

parties agreed and this became **Tentative Agreement #4 and MOU #6**. This language will be attached to the end of these minutes.

Evaluation Scales Discussion

CTA believes the scales have had a significant change from 2011 and it was not brought to the table to discuss. CTA believes that scale change is a mandatory issue for bargaining and should have been brought to the table before implementation. **The presentation is attached to these minutes.**

- CTA shared a presentation that provided an overview of what they believe to be unilateral changes the District made to the developmental scales used from 2011 to the present day, and compared developmental scale training language used by OCPS to other districts. CTA stated that they have heard that other districts had scales that were much less punitive and difficult to meet.
- CTA stated that there have been changes over time to the protocols and developmental scales and their application that were suggested by LSI, but not brought to the collective bargaining table and CTA believes this was an unfair labor practice.
- District shared that changes made to the protocols and developmental scale were for clarity, to deepen the understanding of the desired effect of the elements, and to assist with a more calibrated understanding of the intent of each element and its corresponding developmental scale levels
- CTA stated that they believe the scales did not clarify, but raised the bar and made the system more difficult
- District shared that as a result of the Evaluation Committee meeting that took place on 10/26/16, a video explaining the developmental scale had been prepared was ready to be shared with teachers as a resource
- CTA stated that teachers told them they were not trained in the new scales
- CTA shared that the changes made, especially the use of trajectory of the standard, have not been bargained and that though the union agreed to accept the Marzano Framework, it does not mean that they accept the changes and that there had been no consolation at the bargaining table for these changes
- District suggested to analyze the protocols and create recommendations within the Evaluation Committee to bring to the bargaining table
- The District stated that LSI made clarifications to the tool based on the input from users, districts, and research related to the implementation of the new state standards. CTA stated that LSI did not sit at the bargaining table.
- CTA stated that any discussions around this topic should take place at bargaining since CTA believes that the District unilaterally made changes to the system that determines teacher pay
- CTA stated that they may consider changes made to the developmental scales and protocols without bargaining as an unfair labor practice

Student Learning Growth Appeals

As of this date, there are approximately 35 appeals. The deadline for appeals is January 13 and the Appeals Committee will January 20.

Dr. Brandon McKelvey led the discussion on Student Learning Growth Appeals. He first described the release of student learning growth scores and the reaction to this point. His departments have fielded many phone calls from teachers concerning their scores. Whenever applicable, the Accountability, Research and Evaluation department has provided teachers with their class rosters and explained the student data used in the calculation method. It is important to differentiate this from the appeals process. Many teachers request information concerning their data and calculation without wanting to appeal their data. The appeals process is run through Labor Relations and the Appeals Subcommittee.

Brandon provided a small presentation concerning the current status of the evaluation system and what items may potentially be appealed. Points discussed included:

- The strong shared value among all members of the bargaining team to have consistency and equity in the evaluation system whenever possible
- The understanding that we do have some flexibility with district value-added models that we do not have with statewide value-added models
- There are particular limitations on district decisions in the use of value-added scores for teachers with three years of statewide value-added model results
- The presentation provided information on the two main areas of the evaluation that can result in a procedural concern: the rosters of students included in the evaluation and the calculation method

Questions:

- A concern was that both a roster error and calculation error would have to occur for the appeal to be heard and considered. Brandon stated that only one of the two would be needed to have a qualifying appeal.
 - Would the Survey 2/3 match would be appealable? Brandon confirmed that ensuring that the match was conducted accurately would be a basis for appeal. The match works differently for the statewide and district created models where the district models require a teacher to student math for both surveys.
- Did each teacher received information on the appeals process? Krista responded that each teacher received information concerning the process.
- Brandon described the process of support following the release of the student learning growth scores. This included the provision of a FAQ document completed jointly with Professional Development so that information on the Instructional Practice scores is included.
- Did each teacher received the crosswalk linking courses with the assessment provided at the end of the year? Krista confirmed that this was provided.
- Would an appeal be granted due to a change in curriculum during the school year? Brandon asked a clarifying question concerning whether or not the concern was a change in curriculum or standards. If a change in standards during the year, this would be a concern. If a change in curriculum, this would not be appealable. Curriculum is a set of resources for the teaching of the

standards, and this would not be an appealable concern. Brandon reminded the group that for locally constructed assessments 'Course Assessment Outlines' could be found on the IMS page.

- Is the appeals process was relevant for non-classroom instructional personnel? Brandon confirmed that the appeals process did apply to non-classroom instructional personnel as well.
- Is there were a minimum number of days a student must be attached to a teacher in order to count for their evaluation? Brandon described the roster and attachment process for both statewide and local assessments.
 - *Statewide assessments* – teachers and students must be attached on either Survey 2 or Survey 3, and the student must be a full year student at their school
 - *District assessments* – teachers and students must be attached on both Survey 2 and Survey 3, and the student must be a full year student at their school
- There were questions asked concerning the connection between the grading process for students and the evaluation process for teachers. Were these processes connected and why scores for students were different than scores for teachers? There was concern that the grading scale did not create good incentives for students. Brandon described that the process of teachers setting grades did not impact in any way teacher evaluation scores. The district value-added process only uses the raw scores.
- A follow-up question was asked concerning students who may not take the exam seriously due to the grading scale. Brandon stated that the statewide assessment provides a different code for a non-response than answering no questions correctly. The assessment team will look to see what information can be gathered on this. All relevant information should be provided to the Appeals Committee.
- How does the student grading scale impact the evaluation system because the student grading scale has a smaller range of values. Brandon replied that we are only using the raw score and that the grading scale has no impact on teacher evaluation scores.

Appeal Resolution

Brandon described in detail the criteria proposed for appeal. The first category would be whether or not the students included in the calculation were correct. This would normally be a check of the rosters and the survey matching process. The second category would look at the calculation process. When questions come to the Accountability, Research and Evaluation department, the models are run again. Multiple departments looked at the output of every model and looked at the impact of the model that was bargained with the group. Models outside of the bargained agreement were dropped. There is another check of the data with each request.

The CBLT discussed what the resolution would be when an appeal is granted. It was suggested that we make it the same as it is for the Instructional Practice Score appeals.

- If you had below a 3.0 and there was a procedural error
- Satisfactory 2.49 or below it would raise it 3.29
- At 3.29 and procedural error it would go to a 4
- The new SLG would be used to calculate the new overall score

The team also had discussion on a timeline for teachers to submit appeals for the Instructional Practice Scores and the Student Learning Growth scores. The team agreed upon June 15 for Instructional Practice Scores and within 30 days for the Student Learning Growth Scores. This decision became TA #5 and MOU #7

Supplements

Clay Phillips led the discussion:

- Athletic survey completed and recommendations completed
- Completed survey for the other half of the sup. Handbook
- Jan. 18th will do the last of the language
- \$800,000 to 2.2 mil.
- What they want to prioritize or not prioritize
- Very rough estimates of bare bones of \$800,000 to 2.2 mil.

504 Documentation Process

Dr. Vickie Cartwright led the discussion:

- What is the most recent communication that came out about 504
- What is required of the 504
- Federal Requirements
- Area of ADA
- Want to have documentation for IEP's if sued
 - Put caps on how much a school district is sued for
- OCR
 - Parent can sue the district
 - Parent can sue a teacher
 - We want to do everything we can do to protect our teachers
 - Circuit court judges have not set caps
 - Did you have a 504? Did you implement it?
 - Was it appropriate written to address whatever the barriers are for the student to access the environment?
 - It's a team decision
 - Frequency for which accommodations are given
 - The number has been growing – appx. 9,000 students
 - Did some surveying etc...
 - Maybe a parent who comes in and says my child ADHD etc...
 - It's given without looking at eligibility
 - Does require the documentation – aware of the 504 but also when you provided it
 - If it's not written, it didn't happen in the court situation
- Trainings and fine tuning the trainings
 - Frequency
 - If it's for tests, than say it's for tests and only have to document for the tests

- Did the student take advantage of the time
- If the student never took advantage of the accommodation then it can be removed.
- If you say weekly basis, then you must document on a weekly basis, for example.
- Once a student is determined eligible a team is put together
- Compilation of data is critical
- Don't want to control how its documented and want to give flexibility to teachers to document
- Could be a check mark, or in the lesson plans or ProgressBook, could be a seating chart if the student needs to sit at the front, what is recommended is that the teacher keep a file and anytime something happens its dropped into the file. Stays in the student's school file for 3-4 years. Parents can take teacher to court for an incident that is 3-4 years old.
- Considered part of the students educational record.

CTA stated that they now understand what the "disconnect" was. They thought the teachers were to complete this form on daily basis. "Our concern was the form where it must be done daily – did not find it in statutes."

CTA stated that they had calls from teachers, saying they are required complete this 504 form on every child.

Vickie's response was:

- No, only to the 504 and the frequency that is required for each 504 student
- Can a principal say I want you to use this form, yes they can
- We did audits – OCR complaint and we had to go in and look at closely
- Did not find a lot of areas of non-compliance
- Some teachers were doing it, some weren't – we don't care how you do it, but it does need to be done
- How are they going to monitor for themselves
- To principals – give them more than 1 options and a way for you to monitor it

CTA stated that the issue comes down to work load.

- If you put requirements that are onerous, we need to negotiate the impact

Kenrick stated: "We have the information now and we are ok with it."

A communication from Dr. Jara's newsletter is attached to these minutes

Deliberate Practice Scoring Discussion from the Supplements Committee

- Looked through several different models
- Recommendations:
 - Innovating to remain as an additive .4
 - Applying .3
 - Developing .1
 - Beginning 0
 - not using -.1

Question from CTA: What is the rationale behind the -1?

- In discussion with the committee, we felt that was appropriate because that indicated the teacher not attempting and/or completing a deliberate practice plan

The CTA president stated that the CTA team now would not even consider giving a student a negative. She regretted having agreed to have a standard like that.

Discussion then centered around teachers not completing the Deliberate Practice. CTA has received some calls that teachers didn't want to do it, some because the teacher was in DROP.

From CTA:

- There are a plethora of options to the District if a teacher does not do what is instructed
- It's a requirement of the job to do this particular thing
- If you don't do Deliberate Practice – I would put the bare minimum
- If nothing was done and was told to do this, document it, take to ER
- If the person hasn't done it (DP), do a 0 or an incomplete
- To give a negative 1 is punitive

The District team said it understood that the recommendation from the Evaluation Committee was a negative 1. The CTA president stated that the CTA chair said very specifically that the CTA committee members were going to bring this to their bargaining team.

Kenrick stated that this table has the ability to accept or not accept the recommendation. We looked for common ground to get something done and in truth people were not happy. In looking at a negative 1 vs a 0, CTA believes there are other ways to assess consequences.

The District will take this discussion under advisement

Positives

- luncheon was excellent –
- Appreciate we were able to push through the differences
- Glad it doesn't feel like a messy divorce
- I think it was very calm
- I like that we had guests and think Brendon is amazing

Deltas

- I like that we are open, but wish there was more openness, better communication

Attachments:

1. Tentative Agreement #4/Memorandum of Understanding #6
2. Evaluation Scales presentation from CTA
3. Tentative Agreement #5 and Memorandum of Understanding #7
4. 504 communication

11/30/16 MOU # 6
TA # 4

Article IX. Section H.5.

When at least 80 percent of the involuntary transfers have been placed, a minimum of two weeks will be designated for voluntary transfer(s). The first week shall be for all PSC/CC teachers and Annual contract teachers with a 3.0 or higher Instructional Practice score. Beginning the second week, all PSC/CC, Annual, and Probationary and Temporary contract teachers eligible for reemployment may participate in the voluntary transfer process. During this time period, Employment Services shall forward a list of job postings along with a list of non-reappointed teachers eligible for reemployment. Vacancies shall be sent to all instructional personnel.

Kusta Runee
Ronald A. F.
Jon Winters
Rea T. Vye
Aht C.R.A.
Sharon Leonard
M.S.
Cayla
Michael Aponte
A. J. M.
D. Alex E. Fernandez

Kennick A. Pratt
W.L. Dorando
Clinton McChasem
Michael Maszom
Janet P.
Theresa Hester-Miss
Dawn Thomas
Kiy D. Blackmore
D. A. B.
Stephanie Wya
V. A. B.

Evaluation Scales

11/30/2016

Protocol School Year 2011 - 2012

Scale	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Protocol: School Year 2014 – 2015 / Summer Training 2015

Scale	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance.	Provides rigorous learning goals and performance scales or rubrics and monitors the extent to which students understand the learning goal and/or targets and levels of performance.	Adapts and creates new strategies for unique student needs and situations.

Protocol School Year 2015 – 2016 / 2016 - 2017

Scale for Providing Rigorous Learning Goals and Performance Scales (Rubrics)

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Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.	Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Comparing Scales

Applying
Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.



Applying
Provides rigorous learning goals and performance scales or rubrics and monitors the extent to which students understand the learning goal and/or targets and levels of performance.



Applying
Provides rigorous learning goals and performance scales or rubrics and monitors for evidence of the extent to which the majority of students understand the learning goal and/or targets and levels of performance.

- Clearly stated – Rigorous
- Monitors students understanding – Monitors the extent to which students understand
- Monitors the extent to which students understand – Monitors for evidence of the extent to which the majority of students understand

OCPS Levels of Implementation

Training Summer 2015 → Current School Year

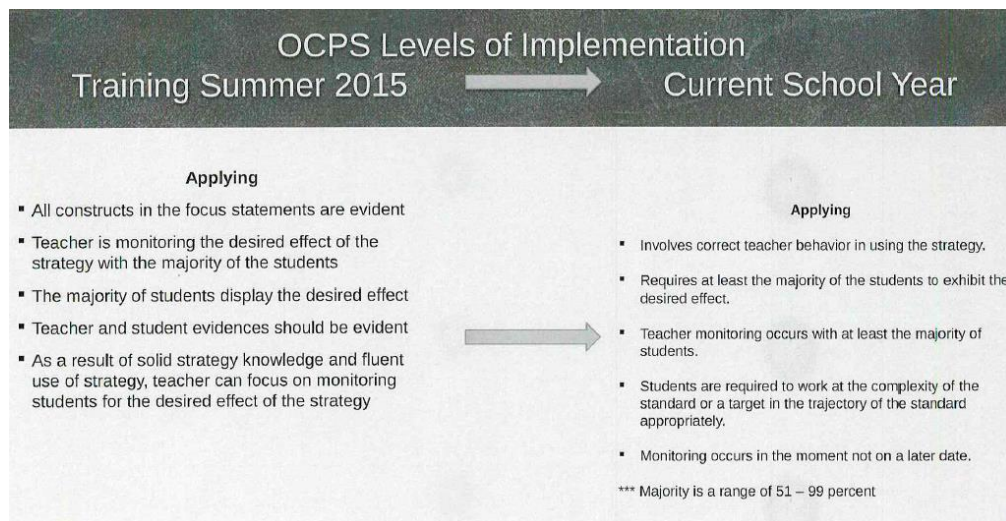
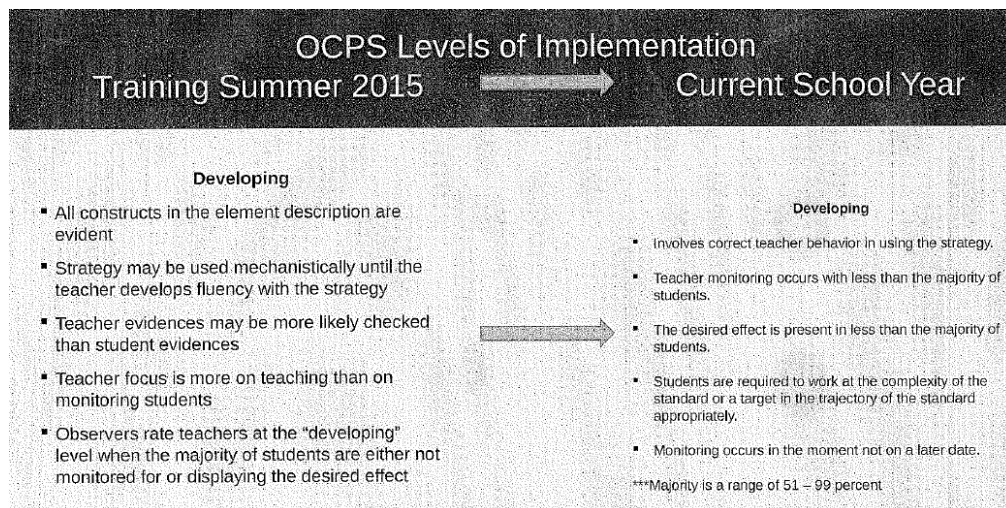
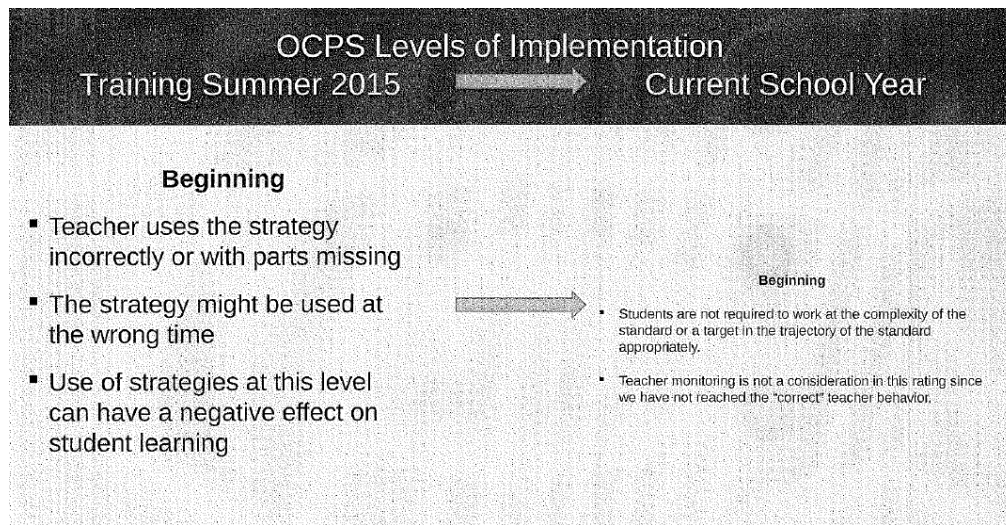
Not Using

- Example: Teachers are unaware that the strategy is called for
- Non – Example: A teacher who makes an appropriate decision to not use a particular strategy.
- It is recommended to have a conference with the teacher before assigning a scale rating of "Not Using"



Not Using

- The strategy should be used but is not used.
- There is no consideration for monitoring because we have not reached "correct teacher behavior" in developing.
- The standard requires that the strategy should have been used.



OCPS Levels of Implementation Training Summer 2015 → Current School Year

Innovating

- The strategy is having the desired effect on ALL of the students. To accomplish this:
 - All students are displaying the desired effect and / or
 - The teacher has made adaptations for special needs of groups of students or individual students and / or
 - The teacher has consciously created a macro – strategy that ensures desired effect is evident with all students
- If you don't see an overt adaptation to a strategy or an overt macro – strategy, the teacher MIGHT be making these adaptations on a one-to-one basis and he/she moves around the classroom

Innovating

- Involves correct teacher behavior in using the strategy.
- Requires all students to exhibit the desired effect.
- Teacher monitoring occurs with all students.
- Students are required to work at the complexity of the standard or a target in the trajectory of the standard appropriately.
- Does not have to be an overt, observable strategy that adjust to get the desired effect in all students.
- Monitoring occurs in the moment not on a later date.

Let's try it!

Element 7: Organizing Students to Interact with New Content

Organizing Students to Interact with New Content

Focus Statement: The teacher organizes students into appropriate groups to facilitate the processing of new content.

Desired Effect: Students interact in small groups to process and understand new knowledge.

Evidences:

Example Teacher Evidences:

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- Teacher provides guidance on one or more cognitive skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence:

- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

Let's try it!

Element 7: Organizing Students to Interact with New Content Applying

Protocol 2011

Element was not scored!

Protocol 2014

Organizes students into appropriate groups to facilitate the processing of new content

Cu

Organizes students into appropriate groups to facilitate the processing of new content and monitors for evidence of the extent to which the majority of students process in groups.

OCPS

- Involves correct teacher behavior in using the strategy.
- Requires at least the majority of the students to exhibit the desired effect.
- Teacher monitoring occurs with at least the majority of students.
- Students are required to work at the complexity of the standard or a target in the trajectory of the standard appropriately.
- Monitoring occurs in the moment not on a later date.

*** Majority is a range of 51 – 99 percent

Palm Beach

When the majority (50% +1) of the students, but not all (100%) are monitored for the desired effect of the element.

Lake County

Refers to successful, professional teaching that is consistently at a high level. Students are engaged and the teacher monitors the extent to which the desired outcomes are produced. The majority of students reach the desired effect at this level

11/30/16
 TA # 5
 mou # 1

Article X. Section K.3 (new)

1. An employee may elect to appeal a procedural concern to the supervising administrator. If the issue is unresolved, the employee may elect to appeal any unresolved procedural issue(s) through either the Appeals Committee or the grievance/arbitration procedure – but not both. Instructional Practice appeals shall be submitted by an instructional employee by June 15, Student Learning Growth appeals shall be submitted by an instructional employee within thirty (30) duty days of receiving the Student Learning Growth Score.

2. If it has been determined that there was a procedural error in an instructional employee's status score, then the following formula shall be used to report the revised score:
 - If the Status Score is between 1.0 and 2.9, and there is a procedural error, the Status Score shall be a 3.0 Effective
 - If the Status Score is higher than a 3.0, and there is a procedural error, the Status Score shall be a 3.3 Highly Effective
 - If it has been determined that there was a procedural error in an instructional employee's Deliberate Practice Score, then the revised score shall be .3 Applying and shall be added to the Status Score.

3. If it has been determined that there was a procedural error in an instructional employee's Student Learning Growth Score, then the following formula shall be used to report the revised score:
 - If the Student Learning Growth Score is a 1.49 or a 2.39, and there is a procedural error, the Student Learning Growth Score shall be a 3.29 Effective
 - If the Student Learning Growth Score is a 3.29, and there is a procedural error, the Student Learning Growth Score shall be a 4.0 Highly Effective

Wesley S. Doran
 Kuba Rume
 Stephen W. W.
 D. J. P.
 D. J. P.
 D. J. P.
 D. J. P.
 D. J. P.
 D. J. P.

Carrie B.
 Allison K.
 Michael M.
 Clinton M.
 Kennick A. P.
 M. Aponte
 J. P.
 M. Aponte
 J. P.
 J. P.
 J. P.
 J. P.

Date: November 3, 2016
To: All Principals
From: Dr. Vickie Cartwright, Senior Executive Director
Exceptional Student Education
Latonia Green, Director
ESE Procedures
Recipients: Principals
Subject: Documentation for Section 504 Accommodations

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law which ensures that eligible students with disabilities have equal access to educational environments and opportunities. Once a student is determined eligible under Section 504, a team of qualified professionals are responsible for developing an Individual Accommodations Plan (IAP) to address the student's educational needs, as deemed appropriate. The compilation of data is critical in verifying whether the student's IAP is adhered to, as well as, in determining whether the plan continues to be appropriate to meet the student's unique needs.

The data needed to support students in 504 should include the following:

- a. Seating Charts
- b. Progress Book
- c. Lesson Plans
- d. Nursing Logs
- e. Anecdotal records

Documentation should be maintained in the student's portfolio, as it is considered a part of the student's educational record. Should you need additional guidance or clarification in meeting the needs of students determined eligible under Section 504, please contact the district Section 504 compliance monitor assigned to your learning community.

[Section 504 Accommodations FAQ](#)



**Exceptional
Student Education**
Orange County Public Schools

**Section 504 Accommodations
Frequently Asked Questions (FAQ)**

1. Why is documentation necessary for students eligible under Section 504?
 - A. Section 504 is an anti-discrimination law enacted to ensure that eligible students have equal access to educational environments and opportunities. Once a student is determined to be a student with a disability under Section 504, a team of qualified professionals are responsible for developing an Individual Accommodation Plan (IAP) that addresses the student's unique needs (as appropriate). The compilation of data is critical in verifying whether the student's plan is adhered to, as well as, in determining whether it continues to be appropriate to meet the student's needs.
2. If a student has multiple teachers throughout the school day, is each teacher required to provide documentation of the accommodations that are provided?
 - A. Yes, documentation is required to verify the provision of services. It serves as an accountability measure to ensure that the student is afforded the accommodations as prescribed by the Section 504 team.
3. How often should a student's accommodations be provided and documented?
 - A. Accommodations must be provided as often as prescribed in the student's IAP.
4. Is daily documentation a requirement for verification of services?
 - A. The frequency of documentation will depend on the provision of the accommodation as indicated by the IAP. The actual process involved in gathering the data will most likely vary from teacher to teacher, however the data itself should reflect the provision of services indicated by the student's IAP.
5. What are some user friendly ways for teachers to document a student's accommodations?
 - A. The district has developed and disseminated a documentation collection tool for teachers to use as a resource. The intent of this tool is to provide teachers with a user friendly method of compiling student data over a 9 week period. The tool is also intended to provide team members with a snap shot of the students' accommodations as it pertains to the appropriateness of supports provided. Other methods of documentation can include, but are not limited to:
 - a. Seating charts
 - b. Progress Book
 - c. Lesson plans
 - d. Nursing logs
 - e. Anecdotal records

6. If a teacher decides to document accommodations through alternate means such as Progress Book or lesson plans, what might documentation look like?

Mark: PULIA					
Date	Assignment	At Risk	At Risk	At Risk	Comments
8/17/2016	Adding Integer Worksheet	1	90/100 (90%)		
8/24/2016	Worksheet page 22	1	100/100 (100%)		
8/24/2016	Adding and Subtracting Quiz	1	90/100 (90%)	37	
8/29/2016	Board spinner 1	1	100/100 (100%)		
8/30/2016	Worksheet page 40-41	1	100/100 (100%)		
8/31/2016	Worksheet page 40	1	100/100 (100%)		
9/1/2016	Multiplying and Dividing Integers Quiz	1	90/100 (90%)		• Additional time • Read test and/or questions • Repeat & clarify information • Rephrase questions • Small group setting
9/6/2016	Board spinner #13 fraction to decimal	1	70/100 (70%)		
9/6/2016	Worksheet page 65	1	100/100 (100%)		
9/6/2016	Worksheet page 71	1	100/100 (100%)		
9/12/2016	Adding rational numbers lesson 2-2	1	100/100 (100%)		
9/14/2016	Worksheet page 78	1	90/100 (90%)		
9/14/2016	Math 1L online Quiz, and the Rational numbers	1	90/100 (90%)		
9/22/2016	Rational Numbers Quiz	1	90/100 (90%)	30	
9/26/2016	Pages 123-126	1	100/100 (100%)		
9/29/2016	Rational Numbers Unit Test	1	67/100 (67%)		• Additional time • Helped student eliminate answer choices • Read test and/or questions • Repeat & clarify information • Rephrase questions • Small group setting • Student use of resources and/or instructional materials (multiplication and fraction chart)
10/3/2016	Board spinner (acts as a test)	1	100/100 (100%)		
10/5/2016	Unit Quiz Worksheet 1-8	1	100/100 (100%)		

Student	Accommodation	Notes
Gabele	Specific Learning Disabled Language Impaired	<ul style="list-style-type: none"> Verbal encouragement (e.g., "keep working," "make sure to answer every question") Extended Time Preferential Seating Oral presentation of directions. Oral presentation of items and answer choices. Directions repeated, clarified. Student to demonstrate understanding of directions (e.g., repeating or paraphrasing). Verbal encouragement (e.g., "keep working," "make sure to answer every question") Dictionary and thesaurus. Assignments administered over several brief sessions, allowing frequent breaks. Extended time (One (1) additional day to complete tasks, assignments, and assessments.) Preferential seating
Latrevious	Specific Learning Disabled	<ul style="list-style-type: none"> Oral presentation of directions. Directions repeated, clarified. Student to demonstrate understanding of directions (e.g., repeating or paraphrasing). Verbal encouragement (e.g., "keep working," "make sure to answer every question") Assignments administered over several brief sessions, allowing frequent breaks. Extended time (One (1) additional day to complete tasks, assignments, and assessments.) Preferential seating
Kamal	Specific Learning Disabled	<ul style="list-style-type: none"> Oral presentation of directions. Directions repeated, clarified. Verbal encouragement (e.g., "keep working," "make sure to answer every question") Assignments administered over several brief sessions, allowing frequent breaks.

****It is important to remember that listing the accommodations in the lesson plans only indicate the accommodations of the student. Teachers must be prepared to address any questions regarding implementation of specific accommodations for each student.**

7. Is the Accommodation Documentation form developed by the district *required* for documentation purposes?
 - A. No, teachers are free to use the documentation tool with which they are most comfortable. However, the tool that is selected should appropriately reflect the provision and utilization of the student's accommodation, as prescribed by the Section 504 team.
8. Are special area or elective teachers required to document a student's accommodations?
 - A. Yes if the student's accommodations are appropriate to provide access to the elective course standards and/or classroom environment, then it is appropriate to have special area teachers document the accommodations.
9. What are the requirements for storing and maintaining the documentation collected to reflect the provision of services?
 - A. Documentation should be maintained in the student's portfolio and are considered a part of the student's educational record. Records should be maintained for 2-3 years, as they can be requested by a third party.