

# Verification of Receipt and Teacher Knowledge and Skills Survey

Student: \_\_\_\_\_ Area of Disability: OHI/CP ID#: \_\_\_\_\_ Campus: \_\_\_\_\_ Case Mgr: L

- Current Goals and Objectives
- Psychological Recommendations
- Modifications and Accommodations
- Behavioral Intervention Plan
- IEP Amendment
- Other \_\_\_\_\_

*Note: Behavior Strategies which are different from the Behavior Intervention Plan are included in Accommodations and Modifications.*

## Survey

S.B. 451 requires a school district to provide scientifically researched based training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the student's individualized education program.

1. How knowledgeable are you in the area of the student's disability?  
 I have no knowledge       I need more knowledge       I have sufficient knowledge
  2. How knowledgeable are you in scientifically based research strategies needed to successfully implement the student's IEP including the student's accommodations and modifications as determined by the ARD committee. (See attached Student Support Services Page )  
 I have no knowledge       I need more knowledge       I have sufficient knowledge
- I certify that:
- I have received copies of the completed forms checked above.
  - I acknowledge and understand that teachers in general education are required to provide accommodations and modifications of the general education program as required by the ARD/IEP committee.
  - If I have any questions or need clarification regarding this student's disability or educational programming I may contact the special education case manager.
  - I have the knowledge and skills necessary to implement this student's IEP **OR**
  - I need training to assist me in implementing this student's IEP.

General Educator's Signature \_\_\_\_\_ Position \_\_\_\_\_ Date Completed \_\_\_\_\_  
Special Education Case Manager Only

\*Training, resources and/or information provided to teacher on this date \_\_\_\_\_ Case Manager's Initial \_\_\_\_\_

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ MEDICAID# \_\_\_\_\_ CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

The following program Modifications/Accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

Are Modifications/Accommodations needed for this student?  Yes  No

Duration of Services From: 01/18/2013 To: 01/10/2014 Language of Delivery: English

SPECIAL LANGUAGE PROGRAMS Not Applicable

Yes  No BEHAVIOR INTERVENTION PLAN  Yes  No ASSISTIVE TECHNOLOGY

ALTER ASSIGNMENTS BY PROVIDING:	GOAL & OBJECTIVE/SUBJECT							
	LAE	M	SSH	SCI	PEA	FA	CT	R
Extra time for completing assignments <u>Allow one extra class period.</u>			X	X		X	X	
No penalty for spelling errors			X	X		X	X	
Allow student to present oral presentations one on one to teacher			X	X		X	X	

Legend: LAE=LanguageArts/English M=Math SSH=Social Studies/History SCI=Science PEA=PE/Athl FA=Fine Arts CT=Career/Technology R=Reading OTH=

ADAPT INSTRUCTION BY PROVIDING:	GOAL & OBJECTIVE/SUBJECT							
	LAE	M	SSH	SCI	PEA	FA	CT	R
Frequent feedback	X	X	X	X		X	X	
Encouragement for classroom participation	X	X	X	X		X		
Teacher check for understanding	X	X	X	X		X	X	
content mastery			X	X		X	X	

Legend: LAE=LanguageArts/English M=Math SSH=Social Studies/History SCI=Science PEA=PE/Athl FA=Fine Arts CT=Career/Technology R=Reading OTH=

ADAPT MATERIALS BY PROVIDING:	GOAL & OBJECTIVE/SUBJECT							
	LAE	M	SSH	SCI	PEA	FA	CT	R
Copy of class notes	X	X	X	X		X	X	

Legend: LAE=LanguageArts/English M=Math SSH=Social Studies/History SCI=Science PEA=PE/Athl FA=Fine Arts CT=Career/Technology R=Reading OTH=

MANAGE BEHAVIOR BY PROVIDING:	GOAL & OBJECTIVE/SUBJECT							
	LAE	M	SSH	SCI	PEA	FA	CT	R
Clearly defined limits	X	X	X	X		X	X	
Positive reinforcement	X	X	X	X		X	X	

Legend: LAE=LanguageArts/English M=Math SSH=Social Studies/History SCI=Science PEA=PE/Athl FA=Fine Arts CT=Career/Technology R=Reading OTH=

NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 1 Goal Focus Reading

- Draft  ESY  Accepted by Committee  Transition Related Goal
- Academic  Functional  Related Services

*From ARD year to ARD year will monitor his own comprehension and make modifications when his understanding breaks down with 70% proficiency when provided with opportunities to read aloud, coaching, modeling, reading strategies, and extra practice, demonstrations, and frequent feedback.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery: English

ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Special Education Teacher

Method of Evaluation: Work Samples, Teacher Made Tests, Report Cards, Formal testing

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

MEASURABLE ANNUAL GOAL:

Goal Number: 2 Goal Focus Reading

- Draft  ESY  Accepted by Committee  Transition Related Goal
- Academic  Functional  Related Services

*From ARD year to ARD year will draw inferences such as for conclusions, generalizations, predictions, and using support from the text at 70% proficiency when provided with modeling, guided questions, coaching, examples, demonstrations, graphic organizers, and frequent feedback.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery: English

ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Special Education Teacher

Method of Evaluation: Work Samples, Teacher Made Tests, Report Cards, Formal testing

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ MEDICAID# \_\_\_\_\_ CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

**MEASURABLE ANNUAL GOAL:**

Goal Number: 3 Goal Focus Reading  
 Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

*From ARD year to ARD year will continue to develop his vocabulary by listening to selections read aloud with 70% proficiency when given a vocabulary word list, teacher modeling, discussion, dictionary, thesaurus, and extra time.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery: English

ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Special Education Teacher

Method of Evaluation: Work Samples, Teacher Made Tests, Report Cards, Formal testing

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):  
Concurrent with the issuance of report cards

---

**MEASURABLE ANNUAL GOAL:**

Goal Number: 4 Goal Focus Written Expression  
 Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

*From ARD year to ARD year will be able to write an essay with a variety of sentences with a variety of sentences with a 70% proficiency when allowed spelling errors, sentence writing strategies, color coding, graphic organizers, step by step examples, list of conjunctions, demonstration, coaching, modeling, frequent feedback, guided practice, extra time, and computer in the classroom.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery: English

ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Speech Language Pathologist

Method of Evaluation: Work Samples, Teacher Made Tests, Report Cards, Formal testing

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):  
Concurrent with the issuance of report cards

---

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ MEDICAID# \_\_\_\_\_ CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

**MEASURABLE ANNUAL GOAL:**

Goal Number: 5 Goal Focus Written Expression  
 Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

*From ARD year to ARD year will be able to write an essay with accurate use of punctuation such as commas, colons and semicolons with 70% proficiency when provided with rules for commas, examples, models, coaching, practice, sentence writing strategies, and extra time.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery: English

ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: General Education Teacher

Method of Evaluation: Work Samples, Teacher Made Tests, Report Cards, Formal testing

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

---

**MEASURABLE ANNUAL GOAL:**

Goal Number: 6 Goal Focus Written Expression  
 Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

*From ARD year to ARD year will use prewriting strategies to generate ideas, develop his voice, and plan an essay with 70% proficiency when provided with graphic organizers, examples, models, coaching, presentations, discussion, and extra time.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery:   

ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Special Education Teacher

Method of Evaluation: Work Samples, Teacher Made Tests, Report Cards, Formal testing

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

---

NAME OF STUDENT

ID#

MEDICAID#

CAMPUS

DATE OF BIRTH

**MEASURABLE ANNUAL GOAL:**

Goal Number: 7 Goal Focus Study Skills

- Draft                       ESY                       Accepted by Committee                       Transition Related Goal  
 Academic                       Functional                       Related Services

*will increase mastery of Study Skills skills as demonstrated by meeting the objectives below [9] out of [10] times.*

Duration: 01/18/2013 to 01/10/2014

Language of Delivery: English

ESL  Yes  No Grade Level: \_\_\_\_\_

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	BEHAL075	Demonstrate the ability to review completed work and check for errors.
	BEHAL087	Complete and return homework to school and place it in the designated area.
	BEHAL090	Demonstrate the ability to complete an assignment within the allotted amount of time and place in designated area as specified by teacher.

Implementer: General Education and Special Education Teachers

Method of Evaluation: Discipline Records, Report Cards, Teacher reports/feedback

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ MEDICAID# \_\_\_\_\_ CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

**MEASURABLE ANNUAL GOAL:**

Goal Number: 8 Goal Focus Vocational Preparation

- Draft                       ESY                       Accepted by Committee                       Transition Related Goal  
 Academic                       Functional                       Related Services

*will increase mastery of Vocational Preparation skills as demonstrated by meeting the objectives below 70 percent of the time.*

Duration: 01/18/2013 to 01/17/2014

Language of Delivery: English

ESL     Yes     No    Grade Level: \_\_\_\_\_

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	LVSHS006	Given money vocational materials, the student will demonstrate various types of banking skills (check writing, on-line banking, deposits/withdrawals debit crd, atm, account balancing) with independence 70% accuracy.
	LVSHS007	Given money vocational materials, the student will supply/indicate the amt. money needed for a shopping budget in a (grocery store, restaurant, drug stor & super store) with 70% accuracy with prompting .
	LVSHS010	Given safety skills vocational materials, the student will identify social problems that affect the job (consequencas, hygiene, self control, criticism, responsibility, attendance, punctuality) with prompting 70 percent of the time.

Implementer: Special Education Teacher

Method of Evaluation: Teacher Made Tests, Report Cards, Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

NAME OF STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ MEDICAID# \_\_\_\_\_ CAMPUS \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

**MEASURABLE ANNUAL GOAL:**

Goal Number: 9 Goal Focus Mathematics  
 Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

*From ARD year to ARD year when provided the following: Individualized and direct instructions, definitions of key terms, direct coaching, direct instructions, use of formula chart, step-to-step practice, and providing examples. will be able to interpret information from various graphs, such as bar graphs, circle graphs, histograms, and scatterplots to draw conclusions from data 70% of the time.*

Duration: 01/18/2013 to 06/06/2013  
Language of Delivery: English  
ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Special Education Teacher  
Method of Evaluation: Work Samples, Teacher Made Tests  
Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):  
Concurrent with the issuance of report cards

---

**MEASURABLE ANNUAL GOAL:**

Goal Number: 10 Goal Focus Mathematics  
 Draft  ESY  Accepted by Committee  Transition Related Goal  
 Academic  Functional  Related Services

*From ARD year to ARD year when provided the following: Individualized and direct instructions, definitions of key terms, direct coaching, direct instructions, use of formula chart, step-to-step practice, and providing examples. will be able to use rates, linear functions, and direct variations to solve problems in areas of personal finance and budgeting 70% of the time.*

Duration: 01/18/2013 to 06/06/2013  
Language of Delivery: English  
ESL  Yes  No Grade Level: \_\_\_\_\_

Implementer: Special Education Teacher  
Method of Evaluation: Work Samples, Teacher Made Tests  
Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):  
Concurrent with the issuance of report cards

---