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| **Expectations for Statewide Practices/Systems** | **Red** | **Yellow** | **Green** |
| **Blue Print Guiding Principle:**   * ***Students engage in self-advocacy and are involved in determining their own educational goals and plans.*** | | | |
| * Students participate in individualized education program (IEP) meetings. |  |  |  |
| * Students create and monitor their progress towards academic and social goals. |  |  |  |
| * Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning. |  |  |  |
| **Blue Print Guiding Principle:**   * ***Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*** | | | |
| * Parents report that they understand of the special education process and their due process rights and actively participate in the development of their child’s IEP. |  |  |  |
| * Parents understand what their child is expected to know and be able to do to progress toward the State learning standards. |  |  |  |
| * Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student. |  |  |  |
| * Families are invited into and feel welcome in all school environments. |  |  |  |
| * Parents have the information they need about effective strategies to support their child’s learning and support transition from school to post-school activities. |  |  |  |
| **Blue Print Guiding Principle:**   * ***Teachers design, provide and assess the effectiveness of specially designed instruction to provide access for students with disabilities to participate and progress in the general education curriculum.*** | | | |
| * All teachers are responsive to the pedagogical needs of students with disabilities. |  |  |  |
| * All students receive instruction in curriculum aligned with the State’s Learning Standards. |  |  |  |
| * IEPs are developed in consideration of grade level standards. |  |  |  |
| * IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals. |  |  |  |
| * Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability. |  |  |  |

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| * Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards. |  |  |  |
| * Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials. |  |  |  |
| **Blue Print Guiding Principle:**   * ***Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*** | | | |
| * All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs. |  |  |  |
| * All teachers of students are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning. |  |  |  |
| * Students with disabilities are taught strategies for self-regulated learning across the content areas. |  |  |  |
| * All teachers continually assess students’ understanding of lessons to improve and target instruction to student needs. |  |  |  |
| * Students’ individualized needs for assistive technology devices and services are considered and accommodated. |  |  |  |
| **Blue Print Guiding Principle:**   * ***Schools provide multi-tiered systems of behavioral and academic support.*** | | | |
| * Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students. |  |  |  |
| * Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions. |  |  |  |
| * Educators collect and analyze data to identify individual students in need of additional support. |  |  |  |
| * Evidence-based interventions are provided in a timely manner to students needing more support. |  |  |  |
| * Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions. |  |  |  |
| **Blue Print Guiding Principle:**   * ***Schools provide high quality inclusive programs and activities.*** | | | |
| * Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment. |  |  |  |
| * The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities. |  |  |  |
| * District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services. |  |  |  |
| * Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum. |  |  |  |
| **Blue Print Guiding Principle:**   * ***Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*** | | | |
| * Students are provided age-appropriate transition assessments, guidance, courses of study and work-based learning opportunities to meaningfully engage in early and ongoing career planning and exploration. |  |  |  |
| * Students with disabilities and their families are provided early and clear information on graduation requirements. |  |  |  |
| * Students with disabilities receive instruction toward the Career Development and Occupational Studies Learning Standards beginning in the early grades. |  |  |  |
| * Students are provided instruction to develop lifelong learning skills such as self-advocacy, social-emotional skills, higher order thinking, employability skills and consumer and life skills. |  |  |  |
| * Students and their families actively participate in the transition planning process. |  |  |  |
| * Schools facilitate timely student and family connections to post-secondary supports and services through ACCES-VR and other State agency programs and services. |  |  |  |