

## **4: REACHING OUT**

### **GRADING AND REPORTING**

Education Plan (IEP) or 504 Plan. Remember, the REACH team is an advocate for the student. Also realize that public school special education staff are very busy. Therefore, polite assertiveness on the part of the REACH team is essential.

Under the Individuals with Disabilities Education Act, free services are available to qualified students. Services vary from county to county. Adaptive equipment may also be available. Check with your special education district office to see what services and other supports are available.

Upon completion of the evaluation, parents will be invited to meet with the public school team to review their findings and develop an IEP or 504 Plan. It is important that the parent invite the child's teacher to attend the meeting so s/he can better serve the student. The information obtained will be used to modify the MAP for Adventist school implementation.

Ongoing evaluation of the process and its effectiveness, followed by revision, is essential.

## **GRADING AND REPORTING**

### **RECORDING STRATEGIES AND MODIFICATIONS ON PROGRESS REPORTS, CUMULATIVE FOLDERS AND TRANSCRIPTS**

Many questions have arisen on how to report progress of students who are learning with strategies or modifications. The answers to these questions for U.S. schools differ between elementary and secondary as outlined below. Please note that in Canada, protocols are clearly outlined for the recording of any modifications and strategies made to a student's academic program. *Schools must adhere to the reporting requirements outlined by the provincial ministry of education.* Classroom teachers are advised to contact their conference REACH representative if they have questions or need assistance in understanding the provincial requirements.

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### GRADING AND REPORTING

#### ELEMENTARY

- Strategies may be indicated on progress reports or the strategy form for use by subsequent teachers.
- The grade should reflect student’s work with modifications. Modifications should be described in the progress report comment box or by attaching a Measurable Action Plan (MAP). (See Chapter 4 for more information on how to develop a MAP.) For example, a fifth grade student working at a third grade math level could receive a “B” for his third grade work. The grade level would be indicated in the comment box or on the MAP.
- Disabilities should not be indicated on progress reports.
- MAPs should be included in a student’s cumulative folder.

#### SECONDARY

- Strategies may be indicated in the progress reports comment box to show what support the student is receiving.
- The use of modifications requires parent permission and should be incorporated in a Measurable Action Plan (MAP).
- It is recommended that modifications be identified as “AL” (alternative learning) or “Introduction to” classes; for example, “AL—U.S. History” or “Introduction to US History”. Just as “AP History” indicates a different curriculum, “AL History” or “Introduction to History” shows a different curriculum based on the ability of the student.
- The registrar must change the name of the course to reflect the alternative course name on the report card and transcript for the student with modifications. This serves as an indication that the content of the course or the grading has been modified. In secondary schools, ongoing communication with the registrar is imperative.