

Monmouth County Vocational School District
Title I Entrance and Exit Criteria.

September 2015

To integrate Students/Special needs students into the classroom:

1. Students/Special needs support teachers go into the classroom in beginning of the year to introduce themselves as support for the class, program and teacher. Classified students are pulled out individually to discuss accommodations' that work best for them according to IEP.

2. Summary of strengths, weaknesses, and accommodations are written and reviewed with classroom teacher.

3. All students are rotated in groups, in order to evaluate retention of material. At first, all students are pulled out to review classroom material after first chapter is completed. A chapter quiz is given on material to evaluate mastery. This also acclimates students to being in groups, gets them comfortable with support teacher, this does not single out a student that is classified because they are all in groups, and students learn there is extra support when needed.

4. After first two weeks, and some classroom work/quizzes are collected, teacher evaluation is given on student's individual performance, and both classified/students having difficulty with material are rotated in groups to review classroom material each week.

5. Any student that is absent and has work to make up is rotated into the group during the school year. If a classified/non-classified student is having difficulty with a chapter, they are rotated in and out of the group as needed and based on subject matter proficiency. Classified students have individual reviews of material as needed or according to their IEP.

6. Notebooks are monitored to make sure content is up to date. Tests and classroom material are reviewed prior to retakes. Students have support for workbooks, vocabulary lists, and projects that are due.

7. Grades are reviewed by administration and given to support teacher for monitoring. Conversations on grades/performance/strategies are ongoing between administration, counselors, teachers, support staff and students for improvement on performances.

8. As students gain proficiency in the subject matter the students are cycled out of the group sessions. If during the school year a student again finds difficulty with the subject matter the students are once again invited to join the group sessions for additional assistance.