

Atypical Students Thriving in A Typical Classroom

Angela Bouch, M.Ed Dewayne Galyon, BS.Ed
Rachel Hill, BS.Ed Jean Pahl, MA.Ed

Exceptional Education Teachers

Developmental Communications Classroom (DCC) - CI or LI - Specialized environment, heavy focus on communication, is language rich, and has a concentration on transition/vocational/daily living/social/SEL skills

Multiple Exceptionalities Classroom (ME) - Two or more exceptionalities that affect access, participation and progress in academics and life skills

Transition - An Occupational Diploma- May be awarded at the end of their fourth year of high school to students with disabilities who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, (3) have satisfactory records of attendance and conduct, and (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the department and have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two (22) years old.

Alternative Academic Diploma (AAD) (IDS) - In order to earn the AAD, a student must: 1) Have participated in the high school alternate state assessments; 2) earned the prescribed 22 credit minimum; 3) received special education services or supports and made satisfactory progress on an individualized education program (IEP); 4) have satisfactory records of attendance and conduct; and 5) completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. Students who obtain the alternate academic diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old

Coaching All Learning Mentoring Modeling (CALMM) - Dedicated case manager and self-contained classroom, but full inclusion schedule with a great deal of support (para).

Inclusion - (direct service & push in)

Typical Day for a DCC student

But first a few disclaimers...

*Students are never left unattended

*Students always have the option to opt out in moments of anxiety or stress or overstimulation

*A great deal of training and practice is required for everyone

Schedule

- Café - breakfast with peers
- 1st block - Pre-Employment Skills with tn.gov by *Ms Morgan*
- 2nd block - DCC with push in peer by *Ms Buch*
- 3rd block - Adaptive P.E with ME/Transition & Peers by *Regular Education Teacher*
- 4th block - Transition with ME/Transition & peers by *Ms Hill*
- 5th/6th block - Connections with ADD/DCC/Transition by *Ms Buch/Hill/Pahl*
- 7th block - Regular Education Class- Business by *Regular Education Teacher with IGNTEpeers*
- Café - lunch with peers
- 8th block - Regular Education Class - *Spanish* by *Regular Education Teacher with IGNTEPeers*
- 9th block - DCC by *Ms Buch*
- 10th block - DCC by *Ms Buch* & Speech by *SLP*

| Student | Grade | 1 st Pre-Ets Transition Vocational | 2 nd DCC L.A./Math | 3 rd Adaptive P.E. | 4 th Transition Vocational | 5 th /6 th SEL/Social Skills Connections | 7 th Business Lunch | 8 th Spanish | 9 th DCC Daily Living | 10 th DCC/ Speech |
|------------------|---|---|---|---|---|---|---|---|---|---|
| Smith, Johnny | 11 | Ms. Morgan (Pre-Ets) | Ms. Bouch (DCC) Peer(s) | Ms. Sloan (Reg. Ed.) | Ms. Hill (Transition) | Ms. Bouch Ms. Hill Ms. Pahl (AAD) | Mr. Vandergriff (Reg. Ed.) Peer Mentor | Mr. Cain (Reg. Ed.) Peer Mentor | Ms. Bouch | Ms. Bouch Ms. Grisham (SLP) |
| Notes: | There is an assistant with student at all times | Self-Regulation & Social Skills are imbedded throughout the day | Language is modeled & imbedded throughout day | Student attends science classes on "A" days | Science/SS are cross curriculum & imbedded | | | | | |

So What?

Why did I drag three of my colleagues here? I am sure they have asked themselves why they have allowed me to talk them into coming today.

Traditionally a DCC student would spend 7 hours a day every day in a self-contained room for potentially 18 years of schooling. Eight of which they might spend with me. Seven hours a day, every day, five days a week in the same room for eight years. Seem enriching? Seem like a language rich environment? Stimulating? Fair?

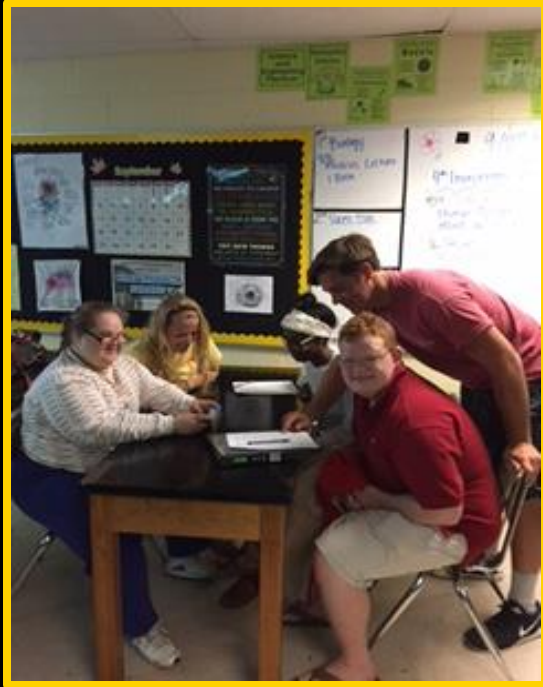
With the IGNITE program and as a team dedicated to every student's academic and social growth we work together to meet the individual needs of each student. We see the value in developing whole independent individual adult learners in a global society; while maintaining their integrity.

IGNITE PROGRAM

Angela Bouch

IGNITE

Individual Growth iN an Inclusive Teaching Environment



The IGNITE program is an academic and social enrichment program incorporating system-wide students into the general education curriculum.

Curriculum & Assessments

State standards from curriculum maps are modified to meet student's individual academic aptitude using models from the UNIQUE learning system and other available curriculum resources

Students are assessed in a Exceptional Education setting. These assessments are developed by Exceptional Education staff based off curriculum maps during current units

Role of Exceptional Ed Staff

- Oversee development and implementation of the program
- Create master schedule aligning with Student Mentor's schedules
- Responsible for modifying general education curriculum to meet the needs of individual students
- Responsible for student mentor selection and their daily responsibilities
- Provide classroom support for students, mentors, and General Education Teachers
- Provide training for General Education teachers and student mentors
- Accountable for student mentors
- Align student schedules and curriculum with IEP goals and services

IGNITE Student Mentors – Selection Process

- General education students are selected to be peer mentors providing classroom support for the IGNITE students
- Mentors are selected through volunteering, teacher/student referrals, and/or counselor recommendations
- Followed by an application process, background check (grades, attendance, & behavior), and formal interview with IGNITE staff

IGNITE Student Mentor Application

Name: _____ Date: ____/____/____
DOB: ____/____/____ Year in School (circle one): sophomore junior senior
Student ID: _____ Pathway: _____
E-mail: _____ Cell No: _____

What does the IGNITE program mean to you?

Why are you interested in becoming a mentor? What do you hope to accomplish in your mentor relationship?

What experience do you have working with individuals with special needs?

Why are you an ideal candidate for this program? (Please include any course work, volunteer or personal experiences or jobs that relate to tutoring/mentoring).

What campus activities and/or organizations do you actively participate in?

Consent Forms

Peer Mentoring Program Consent Form

- **Program:**
- **School:**
- **Date:**
- **Student Name:**
- **Student Grade:**
- **Parent/Guardian Name:**

- **Program Description:**
- The *[Program Name]* program is an academic and social enrichment program, incorporating system-wide students into the general education curriculum. Students are paired with peers who receive exceptional education services to provide support, encouragement, and social interaction.

- **Student Consent:**
- I, _____, have read and understand the description of the *[Program Name]* program. I understand that participation in this program is voluntary and I may choose to withdraw at any time.

- **I agree to:**
- ~Participate in training sessions as required.
- ~Treat my mentee with respect and kindness.
- ~Follow program guidelines and instructions from teachers.
- ~Report and concerns or challenges to teacher or program coordinator.
- ~Work one-on-one with student focusing on academic subjects and social skills attainment in a supervised school setting.
- ~Provide a social and academic role model and assist in skill building (i.e. organizational and study skills).
- ~Provide encouragement to mentee.
- ~Must be patient, good listener, reliable, responsible, and friendly while setting a good example.

- **Student Signature:** _____ **Date:** _____

Parent/Guardian Consent

- I, _____, have read an understand the description of the *[Program Name]* program and the student consent section above. I understand that participation in this program is voluntary and my child may withdraw at any time.

- **I grant permission for my child,** _____, **to participate in the** *[Program Name]* **program.**

- **I understand that:**
- ~The program aims to provide peer support and social interaction for students receiving exceptional education services.
- ~The program is not intended to replace specialized instruction or IEP accommodations.

- ~The program will be monitored and evaluated by school personnel.

- **I agree to:**
- ~Discuss any concerns or questions I may have with the teacher or program coordinator.

- **Parent/Guardian Signature:** _____ **Date:** _____

- **Contact Information:**
- *[Teacher Name]*
- *[Teacher email]*
- *[Teacher Phone Number]*

IGNITE Student Mentors

- Mentors can receive regular education credit
- Active members of our school wide Just Cause Statement
- Develop leadership skills

IGNITE Student -Training

- Mentors are trained by IGNITE staff during the initial process with Exceptional Education Staff
- Two week process
- Teachers observe students to conclude who works best with who
- Students observe teachers to model best practices
- Students learn how to confidently & effectively manage Emergency Procedures, Curriculum Adaptations, Language & Communication Barriers, and Social & Emotional Learning

Mentor Training Process

- Two week process in the DCC classroom
- Observation of personality conformity
- Student observation of teachers and paraprofessionals
- Modeling
- Emergency Procedures
- Curriculum Adaptations
- Language and Communication Barriers
- Social and Emotional Learning

IGNITE Student Mentor – Roles & Responsibilities

- Mentors accompany mentees to class and provide assistance with daily activities inside the general education classes
- Mentors collaborate with general education teachers on daily academic and/or social needs
- Mentors act as a liaison between general education teachers and exceptional education teachers; as well as, regular education teachers and mentees
- Mentors provide a bridge for mentees to access curriculum and **all** schooling experiences
- Mentors are often a voice for their mentees

Inclusion Teacher

Daryl Galyon

Everyone Wins

- Social skills
- Social emotional learning
- Self-esteem (how feel about myself)
- Self-confidence (how feel about my abilities)
- Life skills/Daily living
- Language acquisition
- College/post secondary education applications
- Scholarship applications
- Résumé/CV
- Executive functioning
- Develop tolerance and a greater appreciation for diversity
- Lower rates of school wide bullying
- Global learning
- Test scores of regular education

Choosing Regular Education Teachers & Classes

Class size

Bribability

Time of day

Class make up

Teachers' personality

Mentors' availability

Classroom management style

Compatibility of mentor/mentee(s)/teacher

Role of the General Ed Staff

- Provide curriculum map and state standards to Ex Ed Staff for modifications
- Take an active role in modifying curriculum
- Discuss IGNITE Program with their class at the beginning of course
- Collaborate with Student mentors and Ex Ed staff regarding student progress
- Collaborate with Ex Ed staff regarding student mentor's performance
- Have an open mind

IGNITE Mentor - Ms. Collier



Mr. Cain - Spanish Teacher



Transition Teacher

Rachel Hill

Overview

As the Transition Classroom Teacher at Hixson High School, I work with students in grades 10 through 12+, with a particular focus on those in 12th grade and beyond who are pursuing the Occupational Diploma. My primary role is to prepare students for a successful and meaningful post-secondary life. As a parent of a child with exceptional needs, I understand the unique challenges parents face regarding their children's future.

Transition Classes

Introduction to Self-Determination (10th Graders)

- Students discover their unique abilities and learn to advocate for necessary support.
- They create informative slideshows for their IEP presentations, showcasing their learning journey and setting future goals.
- Focus on enhancing social skills, problem-solving techniques, decision-making abilities, and discussions on paving the way for a successful future.

Focus on Adulthood (11th Graders)

- Students explore different programs, services, accommodations, and supports based on their individualized transition plan as part of their IEP.
- We navigate available options, how to access them, and what will help students be most successful in post-school life.

Planning for Post Secondary (12th Graders)

- Students gain essential knowledge about their rights, responsibilities, and those of postsecondary agencies.
- They develop soft skills essential for entering the workforce and advocating for workplace accommodations.
- Guidance is provided for accessing vital supports for continuing education or training, including assistance with financial aid applications and connections to postsecondary service providers.

Class Structure

- Our school operates on ABC days, allowing me to meet with each class three days a week.
- Mondays:** Pre-Employment Transition Services (Pre-ETS) focusing on hard and soft skills for success.
- Tuesdays to Fridays:** Classes are split, with students spending 40 minutes in the PAES lab (Practical Application of Employment Skills) and 40 minutes in small group lessons with me.
- Students engage in real job site simulations, clocking in and out, and receiving grades based on their work. Peer mentors assist in small groups and the PAES lab.

Post-Secondary Programs Offered by HCS

Our district offers three programs for post-secondary training: Project Search, Transition2Work, and Switch to Adulting. To be accepted, students must participate in a "Skills Day," where they are evaluated using a rubric. I introduce and explore this rubric in the first week of school to prepare students for future acceptance into these programs.

What is Unique About My Program?

My classes consist of students who represent multiple abilities.

In one classroom I can have any two to three of the following classroom types.

DCC

IDS

Deaf Ed

Multiple Exceptionalities

My Caseload

- Students on my caseload pursuing the Occupational Diploma must pass the Skills Knowledge Experience Mastery Assessment (SKEMA) within two years.
- This means my students are special education students who have made progress and mastered goals within their IEP, maintained attendance and behavior, and are on track to master the SKEMA with two years of work experience.

Requirements for the Occupational Diploma:

- Not met the requirements for a regular high school diploma.
- Satisfactorily completed an individualized education plan (IEP).
- Maintained satisfactory records of attendance and conduct.
- Completed the SKEMA.
- Completed two years of paid or non-paid work experience as defined in the student's IEP.

Non Paid Work Experience

Students participate in non-paid work experiences throughout the school year, including:

- Daily cafeteria cleaning.
- Assisting with recycling and trash pickup.
- Collaborating with local companies to create goodie bags or materials for events.
- Working in the Wildcat Coffee Den to practice skills before opening.
- Working in the Wildcat Clothing Den.

General Education Component

My students also attend general education classes with support, focusing on study and work skills, social skills, and the continuation of their academic goals. Classes are selected based on their desired career paths, ensuring alignment with their professional aspirations. I.E. if a student desires to be a police officer, government classes are selected.

AAD Teacher

Jean Pahl

Alternative Assessment Diploma (AAD) Classroom

Also called the Intensive Direct
Service (IDS) classroom



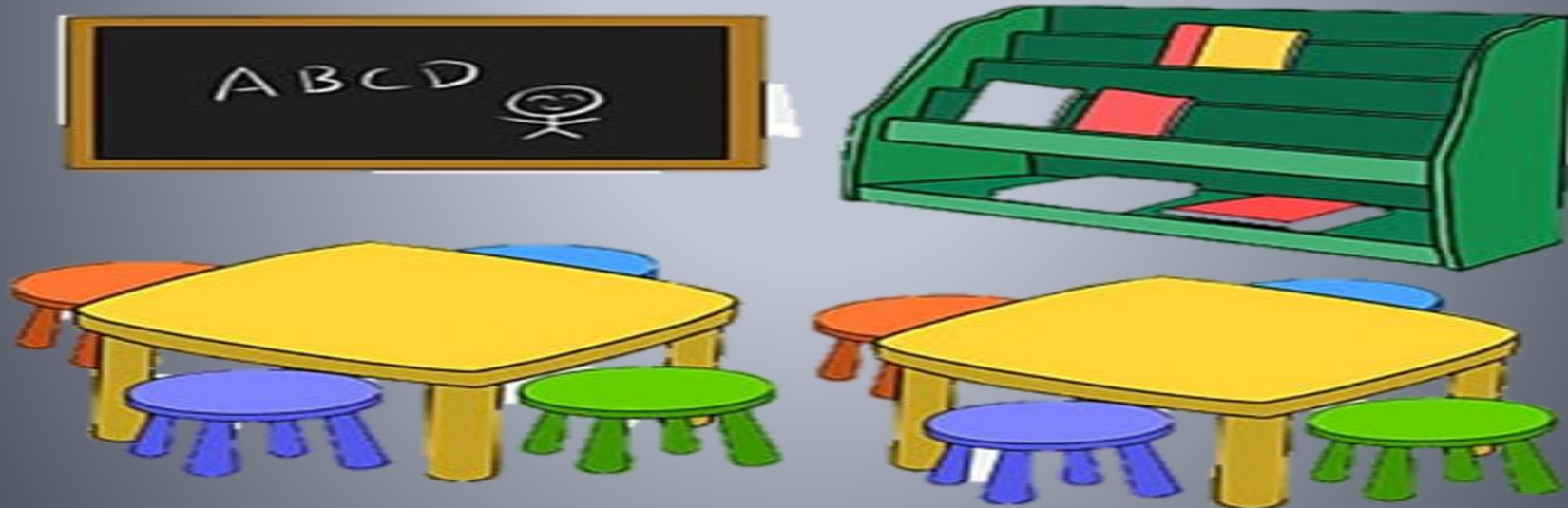
Overview

- AAD/IDS teacher at Hixson High School
- Privileged to work with all grades (9th-12th) pursuing the AAD
- Primary goal:
 - To assist students with severe academic deficits achieve academic success, as well as provide real world and hands-on experiences aiding with student future readiness.

AAD Requirements in Tennessee

- Student must participate in the alternate assessments
- Earn the prescribed 22 credit minimum
 - To count within the graduation rate this must occur within the four years plus one summer timeline.
- Receive special education services or supports and make satisfactory progress on an IEP.
- Have satisfactory records of attendance and conduct.
- Complete a transition assessment(s) that measures, at a minimum postsecondary readiness in the areas of postsecondary education and training; employment; independent living; and community involvement.

A day in the AAD/IDS Classroom



An AAD Student...

- Is in general education as much as possible.
 - Students receive additional intensive instruction and assistance/support after general education classes.
- Participates in intensive instructional classes in core academics.
 - AAD English I-IV, AAD Algebra I-II, AAD Geometry, AAD Applied Math Concepts
- Receives intensive instruction during intervention classes centered around core academic IEP goals.
 - Individualized lessons centered around student deficit areas.
- Can partake in career exploration classes.
 - Students receiving the AAD explore many real world jobs within a variety of career pathways available to them.

Breaking It Down



While in Regular Education

- Students receive instruction next to regular education peers.
 - Sciences, Social Studies/History, Arts, Music, Physical Activities, Health/Wellness, Personal Finance, etcetera
- Continual collaboration with regular education teachers.
- Assistants are AMAZING!
 - Work with students in regular education classes
 - Assisting with modifying academics to student level while in class
 - Assisting with ensuring student accommodations are met
 - Provide additional opportunities to bridge student academic gaps
 - Work with students before and after classes, pre-teaching and reteaching material presented in class

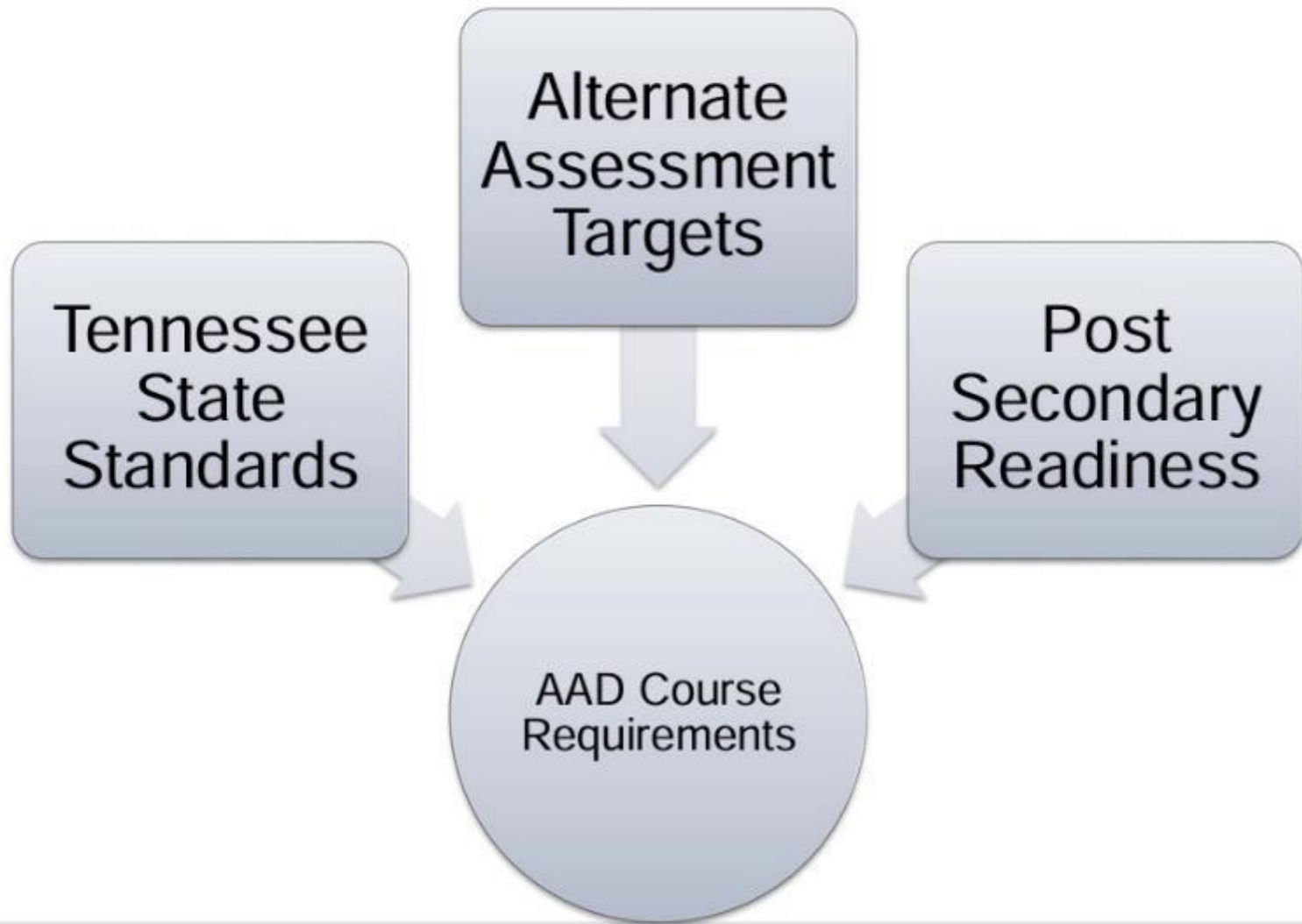
While in AAD Classroom

- Students receive direct, intensive instruction at a slower pace, and instruction is more individualized, centered around students with severe learning deficits.
- All students receive their math instruction in the AAD classroom.
 - Most students receive their ELA instruction in the AAD classroom too.
- Intervention classes allow students to go back and work on academic skills they have severe deficits in, while simultaneously working on IEP goals.
- Career classes allows students to find the career pathway they most enjoy, while looking at actual (real) jobs they can possess in that career.

Scheduling it Altogether



Course Requirements Continued



AAD Standards in Tennessee

TN Department of Education
AAD—Physical Science

| | |
|----------------|------|
| Course Code(s) | ES02 |
| Credits | 1 |

The course requirements, based on the Tennessee state standards, outline the expectations for a student working towards the alternate academic diploma.

Course Requirements

| Matter and Interactions (PS) | |
|--|---|
| AC-PP-PS.1 | Recognize that all matter is composed of atoms and that atoms are all composed of a nucleus made of protons and neutrons and surrounded by electrons. |
| AC-PP-PS.2 | Use a periodic table to find common elements and describe the characteristics of the elements (e.g. metal, non metal, noble gas). |
| AC-PP-PS.3 | Recognize that atoms are conserved during a chemical reaction and make common molecules (e.g. water, salt, O_2). |
| AC-PP-PS.4 | Create a model of the atoms of an atom demonstrating fusion and fission. |
| Motion and Stability: Forces and Interactions (PS) | |
| AC-PP-PS.1 | Create and conduct experiments exploring the relationship between force, mass, and acceleration (F=ma) |
| AC-PP-PS.2 | Recognize that a magnet has both positive and negative attraction for like and opposite poles and can transfer energy to other objects. |
| AC-PP-PS.3 | Plan and conduct an experiment to provide evidence that systems can change in a predictable way using the principles of force and motion, push and pull (e.g. Plan an experiment to provide evidence that an object requires more energy to roll across a flat surface than a curved path). |

TN Department of Education
AAD—Applied Mathematical Concepts

| | |
|----------------|------|
| Course Code(s) | ES03 |
| Credits | 1 |

The course requirements, based on the Tennessee state standards, outline the expectations for a student working towards the alternate academic diploma.

Course Requirements

Applied mathematical concepts would be the first math course for a student and is tailored to strengthen and further apply the conceptual understanding of the student, applying mathematics to real world situations. While all instruction should be grounded in real experiences, this is critical during the first year of formal mathematics education.

Designed for students assessed on the alternate diploma course who combine the course on their skills and applying skills that were never through the student's education experiences.

| Conceptual Category: Number and Quantity (N) | | |
|--|-------------------------|---|
| Domain: Financial Mathematics (N) | | |
| Cluster | Course Requirement Code | Course Requirement |
| A. Use mathematics to solve financial problems | AACM.N.QA.1 | Use mathematics to solve real world financial problems including balancing an account, planning a budget, saving/donating, trading, investing, etc. |
| B. Use mathematics to make financial decisions | AACM.N.QE.1 | Use mathematics to make real world financial decisions including determining a purchase is affordable, estimating tax, estimating profit/loss, etc. |

TN Department of Education
AAD—English Language Arts II

| | |
|----------------|------|
| Course Code(s) | ES04 |
| Credits | 1 |

The course requirements, based on the Tennessee state standards, outline the expectations for a student working towards the alternate academic diploma.

Course Requirements

| English Language Arts II | |
|---|---|
| Anchor Conventions of Standard English (LSE): Demonstrate command of standard English grammar when speaking or writing. | |
| AAD.E.AO.LSE.1 | Demonstrate understanding of a phrase or sentence in isolation. Understand and use present and past tense of verbs including irregular and commonly used linking verbs (i.e. sleep, has had, do/did). |
| AAD.E.AO.LSE.2 | Speak or write using complete sentences with subject-verb agreement. |
| AAD.E.AO.LSE.3 | Produce a variety of written communication intended for a reader including email, completing an application or survey, resume, making a request, and/or a letter. |
| AAD.E.AO.LSE.4 | Speak or write sentences related to an informative topic researched or experienced. |
| AAD.E.AO.LSE.5 | Speak or write sentences related to a narrative, opinion, or original story. |
| AAD.E.AO.LSE.6 | Use capitalization at the beginning of sentences, personal names, geographic places, days of the week, and months of the year and ending punctuation correctly. |
| AAD.E.AO.LSE.7 | Anchor Knowledge of Language (L): Apply knowledge of language to comprehend more. |

TN Department of Education
AAD—Geometry I

| | |
|----------------|------|
| Course Code(s) | ES08 |
| Credits | 1 |

The course requirements, based on the Tennessee state standards, outline the expectations for a student working towards the alternate academic diploma.

Course Requirements

Please note: Geometry only has one conceptual category, geometry, so the coding for each course requirement only refers to geometry area.

| Domain: Congruence (G) | | |
|---|-------------------------|--|
| Cluster | Course Requirement Code | Course Requirement |
| A. Experiment with transformations in the plane | AAD.G.CO.A.1 | Recognize shapes created within a 2-dimensional plane. |
| | AAD.G.CO.A.2 | Recognize shapes that are similar despite size or orientation. |
| B. Understand congruence | AAD.G.CO.B.1 | Use the definitions to demonstrate congruency and similarity in figure. (ex. Identify a right angle in two different three sided figures, therefore, the two are similar right triangles). |
| C. Prove geometric properties | AAD.G.CO.C.1 | Use a ruler, protractor, gauge, or other measurement tool to prove that two geometric shapes are similar or congruent in size. |
| D. Create | AAD.G.CO.D.1 | Use technology, writing tool, or other media. |

TN Department of Education
AAD—Algebra II

| | |
|----------------|------|
| Course Code(s) | ES07 |
| Credits | 1 |

The course requirements, based on the Tennessee state standards, outline the expectations for a student working towards the alternate academic diploma.

Course Requirements

| Conceptual Category: Number and Quantity (N) | | |
|---|-------------------------|--|
| Domain: The Real Number System (N) | | |
| Cluster | Course Requirement Code | Course Requirement |
| A. Extend the property of numbers to real numbers and fractions | AAD.N.NS.A.1 | Understand and compute decimals to the hundredths (100) as related to money calculations. |
| | AAD.N.NS.A.2 | Understand and compute common fractions used in measurement and real world problems (i.e. cooking measurements, coin fraction of a dollar) |
| Conceptual Category: Number and Quantity (N) | | |
| Domain: Quantities (Q) | | |
| Cluster | Course Requirement Code | Course Requirement |
| A. Units and quantifiable | AAD.Q.N.QA.1 | Solve problems involving units of measurement. |

AAD Recommendations in Tennessee



Alternate Academic Diploma Planning Guide Total Credits Required: 22

Math: 4 credits required

Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year)

| Date completed | | (Indicate one) | | Replacement Course (review policy for options) |
|----------------|-----------------------|------------------|----|---|
| | Algebra I | (General or AAD) | or | |
| | Geometry I | (General or AAD) | or | |
| | Algebra II | (General or AAD) | or | |
| | Mathematical Concepts | (General or AAD) | or | |

Science: 3 credits required

Biology, Chemistry or Physics (or a replacement lab science), and a third lab course

| Date completed | | (Indicate one) | | Replacement Course (review policy for options) |
|----------------|------------------------|------------------|----|---|
| | Biology I | (General or AAD) | | |
| | Chemistry or Physics | (General) | or | |
| | Additional Lab Science | (General or AAD) | or | |

English Language Arts (ELA): 4 credits required

| Date completed | | (Indicate one) |
|----------------|---------|------------------|
| | ELA I | (General or AAD) |
| | ELA II | (General or AAD) |
| | ELA III | (General or AAD) |
| | ELA IV | (General or AAD) |

PE and Wellness: 1.5 credits required

| Date completed | | (Indicate course name and credits earned) |
|----------------|----------|---|
| | Wellness | |
| | PE | |
| | | |



Alternate Academic Diploma Planning Guide Total Credits Required: 22

Social Studies: 3 credits required + Personal Finance: 0.5 credit required

| Date completed | | (Indicate one) |
|----------------|-----------------------------|------------------|
| | U.S. History and Geography | (General or AAD) |
| | World History and Geography | (General or AAD) |
| | U.S. Government and Civics | (General or AAD) |
| | Economics | (General or AAD) |
| | Personal Finance | (General or AAD) |

World Language: 2 credits required

(policy allows waiving world language for electives)

| Date completed | | (Indicate course name and credits earned) |
|----------------|--|---|
| | | |
| | | |

Fine Arts: 1 credit required

(policy allows waiving fine arts for elective(s))

| Date completed | | (Indicate course name and credits earned) |
|----------------|--|---|
| | | |

Elective Focus: 3 credits required

Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

| Date completed | | (Indicate course name and credits earned) |
|----------------|--|---|
| | | |
| | | |

Assessment and Additional Requirements

| Date completed | |
|----------------|--|
| | Alternate Assessment—Biology (grade 10) |
| | Alternate Assessment—ELA (grade 11) |
| | Alternate Assessment—Math (grade 11) |
| | Civics assessment (must score $\geq 70\%$) |
| | Transition assessment—employment |
| | Transition assessment—education and training |
| | Transition assessment—community involvement |
| | Transition assessment—Independent living |

AAD = Many Moving Pieces

| Classroom Daily Schedule | |
|---|---|
| Hixson High School - Alternative Assessment Classroom | |
| 1st | AAD Mathematical Concepts (12th Grade) |
| 2nd | AAD English (9th - 12th grades) |
| 3rd | AAD Geometry (10th Grade - This year only 11th grade too) |

| Assistant 1 - Daily Schedule | | | |
|---|---------------------------------------|---------------------------------------|------------------------------|
| Hixson High School - Alternative Assessment Classroom | | | |
| Block/Class | Monday - C Day | Tuesday/Thursday - A Day | Wednesday/Friday - B Day |
| 1st | Government/Civics Guthrie / Room: 243 | Government/Civics Guthrie / Room: 243 | |
| 2nd | AAD English Pahl / Room: 157 | | AAD English Pahl / Room: 157 |
| 3rd | Wellness | | |

| Assistant 2 - Daily Schedule | | | |
|---|---|---|---|
| Hixson High School - Alternative Assessment Classroom | | | |
| Block/Class | Monday - C Day | Tuesday/Thursday - A Day | Wednesday/Friday - B Day |
| 1st | Wellness Shelton / Room: 168 | Wellness Shelton / Room: 168 | |
| 2nd | AAD English McElhenny / Room: 209 | | AAD English McElhenny / Room: 209 |
| 3rd | Environmental Science Patterson / Room: 251 | Environmental Science Patterson / Room: 251 | |
| 4th | Spanish I Cain / Room: 153 | | Spanish I Cain / Room: 153 |
| 5th | 11th & 12th Grade Connections | 9th & 11th Grade Connections (Dussew / Room: 224 & Sloan / Room: 235) | |
| 6th | 11th & 12th Grade Connections | | 9th & 11th Grade Connections (Dussew / Room: 224 & Sloan / Room: 235) |
| 7th | NI Bible History Morris / Room: 120 | NI Bible History Morris / Room: 120 | |
| 8th | PE/Personal Finance Malone / Room: 301 | | PE/Personal Finance Malone / Room: 301 |
| 9th | Career Awareness Pahl / Room: 157 | Career Awareness Pahl / Room: 157 | |
| 10th | AAD World History Barrett / Room: 234 | | AAD World History Barrett / Room: 234 |

| Freshman Daily Schedule (9th grade) | |
|---|----------------------------------|
| Hixson High School - Alternative Assessment Classroom | |
| 1st | Wellness Mr. Shelton / Room: 168 |

| Sophomore Daily Schedule (10th grade) | |
|---|---|
| Hixson High School - Alternative Assessment Classroom | |
| 1st | Government/Civics Mr. Guthrie / Room: 243 |

| Junior Daily Schedule (11th grade) | |
|---|---|
| Hixson High School - Alternative Assessment Classroom | |
| 1st | Government/Civics Mr. Guthrie / Room: 243 |

| Senior Daily Schedule (12th Grade) | |
|---|---|
| Hixson High School - Alternative Assessment Classroom | |
| 1st | AAD Mathematical Concepts Ms. Pahl / Room: 157 |
| 2nd | AAD English IV Mrs. McElhenny / Room: 209 & Ms. Pahl / Room: 157 |
| 3rd | Wellness Mr. Shelton / Room: 168 |
| 4th | Spanish II Mr. Cain / Room: 153 |
| 5th | Senior Connections Class Mrs. Sloan / Room: 235 |
| 6th | Senior Connections Class Mrs. Sloan / Room: 235 |
| 7th | Transition Planning for Postsecondary Ms. Hill / Room: 191 |
| 8th | PE/Personal Finance Ms. Malone / Room: 301 |
| 9th | Career Awareness Ms. Pahl / Room: 157 |
| 10th | AAD World History Mr. Barrett / Room: 234 & Intervention Mr. Pahl / Room: 157 |

AAD Case Load



All Students Can Learn!

- AAD recognizes the academic learning and success of students with the most significant cognitive disabilities by celebrating their academic success.
 - AAD also counts toward the district graduation rates.
- Typically about one percent of the student population possesses significant cognitive disabilities and the alternate assessment is an appropriate assessment for these students.
 - Under the Every Student Succeeds Act (ESSA), all students with the most significant cognitive disabilities... can be assessed using the alternate assessment, which is aligned to alternate academic achievement standards, and based on/aligned with state standards/requirements as a regular high school diploma.

How can the AAD benefit students?

The Tennessee Department of Education states...

- All students should be engaging in rigorous, meaningful academic instruction daily in order to become critical thinkers and problem solvers.
- Critical thinking and problem solving strategies are essential for continued learning of new skills including, learning a job, accessing technology, requesting help, participating in social activities, learning independent living skills, accessing books and media related to hobbies, contacting friends and family, self-advocacy, managing money, and making daily decisions.
- Students assessed on the alternate assessment should not be given a choice of academics or instruction, but rather, a comprehensive, integrated educational experience that includes academics and life skills.
- The course requirements for the AAD blend the academic standards, alternate assessment targets, and the skills for successful postsecondary outcomes, including life skills.
- Most importantly, the student deserves the recognition for his/her hard work, academic accomplishments, and success.

Questions

