

# ACADEMIC ASSISTANCE

## Because It's the Law

This section of information is meant to explain the laws in our state regarding the academic assistance that you can expect while in high school. (The **Post-Secondary section** in this Guide will explain what you can expect if you decide to go on to college or vocational school). While you are in high school, you are **entitled** (automatically eligible with diagnosis) for many accommodations that can help you succeed if you choose to take advantage of them, including: Resource teachers who can assist in areas you may need some extra help, additional time on exams, interpreters or readers for taking exams, any special equipment you may need and other tools to ensure that you receive the best education possible. The accommodations **do not** give students with disabilities an advantage over other students the same grade. The accommodations **do** even the playing field, making students equal in all academic opportunities. After graduation from high school you leave entitlement to services behind. As an adult, if you continue to need assistance or accommodations, you must then apply for and be found **eligible** (meet a certain set of requirements) to receive those same accommodations that were automatic for you before you graduated. Below is the Law according to our State of Indiana:

### Article 7

A teacher must have:

- Full state certification as a special education teacher and hold a special education license.
- Certification and licensure requirements cannot be waived on emergency, temporary, or provisional basis.
- At least a bachelor's degree.

A paraprofessional must:

- Complete two years of study at an institution of higher education.
- Obtained an associate's (or higher) degree
- Or passed a formal state or local academic assessment, demonstrating knowledge or and the ability to assist in instructing reading, writing, and mathematics.
- Indiana has adopted the Para-Pro Assessment from Educational Testing Service.

Transition Planning:

- The transition plan must include appropriate measurable postsecondary goals based on age-appropriate transition assessment related to training, education employment, and independent living skills and the transition services needed to assist the student in meeting the student's post secondary goals.
- Begins at the age of 14.

### Individuals with Disabilities Education Improvement Act or IDEIA

Prescribes a higher standard or requirement than that currently contained in Article 7 that will have to be implemented.

### Basic Definitions

- NCLB: No Child Left Behind is a federal law. It is based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents.
- Article 7: Indiana's special education rules.
- AYP: Adequate Yearly Progress requires schools to show annual improvements in the academic achievement of the overall student populations. The AYP is the established baseline for schools and will be raised each year.
- Highly qualified: A teacher must have full state certification as a special education teacher, hold a special education license and have at least a bachelor's degree. Certification and licensure requirements cannot be waived on emergency, temporary, or provisional basis.

### No Child Left Behind

A teacher must:

- Meet the requirements to be considered highly qualified.

A paraprofessional must:

- Complete two years of study at an institution of higher education.
- Obtained an associate's (or higher) degree
- Or passed a formal state or local academic assessment, demonstrating knowledge and the ability to assist in instructing reading, writing, and mathematics.

Transition Planning:

- Begins at the age of 16 unless determined that it would be more beneficial for the student to begin at age 14 by the case conference committee.

### Core 40 Diploma

You, the student must:

- Pass the Graduating Qualifying Exam or GQE
  - Based on Indiana's Academic Standards
  - English/language arts through Grade 9
  - Mathematics through Grade 8, plus Algebra I
- Meet the Core 40 requirements

- 6-8 credits in English, Math, Science, Social Studies
  - 8 credits in above subjects or Arts, Computers, Career Area or Foreign Language
  - 2-4 Electives
  - 1 credit in Physical Education and Health/Safety
- Demonstrate mastery of 9th grade academic standards through the “waiver”
    - Take the graduation exam in subject area, the student did not achieve a passing score, at least one time every school year
    - Complete remediation opportunities
    - School attendance must be 95% with excused absences not counting against the student’s attendance
    - Maintain at least a “C” average
    - Obtain a written recommendation from teacher and principal in the subject area, of GQE, that the student did not pass.

### **General High School Diploma**

You, the student must:

- Meet with your parent/guardian and your counselor (or another staff member who assists students in course selection) to discuss your progress.
- Discuss your career and review your course plan
- Give input to your parent/guardian who determines whether you will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- Are required to complete the course and credit requirements for a general diploma. The career/academic path you will pursue is determined by achieving specific those specific courses and credits. (See below)
  - 8 credits in English/Language Arts
  - 4 credits in Math, Science, Social Studies
  - 2 credits in above subjects or technology competency
  - 16 credits in Electives
  - 1 credit in Physical Education and Health/Safety

### **Certificate of Completion**

- Is not a credential, but does prove that you met all of the IEP goals that you and your support team set throughout your high school years.
- Students receiving a Certificate of Completion are eligible to participate in any graduation ceremonies the school may sponsor.