

Specialized Varying Exceptionalities (SVE) High School Standards

School _____ Date(s) _____ Observer _____

Standards	Indicators	Evident	Not Evident	Comments
Standard-1 <i>Learning Environment</i>	a. Classroom schedule is visible			
	b. Individual student schedules are visible and located in appropriate areas			
	c. Schedules vary with student based on students' needs (object/picture/icon/word sentence)			
	d. Teacher and assistant schedules are visible			
	e. Visual displays are age-appropriate and relate to curriculum			
	f. Evidence of student work systems and structured work tasks within the systems			
	g. The following classroom areas are evident: * Large group * Small group * Direct Teaching * Independent task area * Transition * Break/Leisure			
	h. All classroom areas are accessible to all students (including those in wheelchairs)			
Standard -2 <i>Language and Communication</i>	a. Evidence of alternative communication systems (e.g., low-tech or assistive communication device) to assist with language development and communication skills, as needed			
	b. Systematic, direct instruction of language development skills implemented daily			
	c. All language intents are developed: requesting, imitation, receptive identification, vocal skills, pre and advanced conversations skills			
	d. Language targets are developed collaboratively and implemented by SLP and teaching staff; evidence of regular consultation			
	e. Visuals are utilized comprehensively and across content			

	f. Evidence of interactive communication and social skills implemented throughout the day			
Standard-3 <i>Curriculum</i>	a. Classroom materials align with the SVE basic equipment list			
	b. Evidence of research/evidence based classroom materials			
	c. Evidence of appropriate grade level instructional materials			
	d. Classroom objectives are clearly posted			
	e. Reading, math, and other assessment materials are available to teachers			
	f. Assessment results are used for curricula decisions and IEP development			
	g. Grades/Report cards are based on student performance on course content			
Standard-4 <i>Behavior</i> <i>Social</i>	a. Evidence of zone management for staff			
	b. Participation in school wide positive behavior management plan (include specials)			
	c. Teacher maintains data collection for skill instruction/IEP goals			
	d. Motivator menu is current on students			
	e. Positive behavior is recognized frequently			
	f. Evidence of research based applied behavioral analysis procedures			
	g. Functional Behavior Assessment and Positive Behavior Intervention Plan are in place for students, as needed			
	h. Evidence that social skills are taught systematically to all students			
	i. Implementation of evidence based techniques such as: * Social stories * Video scripting * Social scripting * Social thinking			
	j. Evidence of a crisis plan if appropriate			
Standard-5 <i>Individual</i> <i>Student</i> <i>Learning Needs</i>	a. Instruction is aligned with Sunshine State Standards and SSS access points			
	b. Instructional strategies address students' individual learning needs			
	c. Self-determination skills are taught			
	d. Evidence that organizational strategies are taught systematically in all areas (specials)			
	e. Sensory breaks are incorporated into			

	instruction as appropriate			
	f. Leisure skills are taught systematically			
	g. Environmental distractions are minimized			
	h. Skills are taught systematically and generalized across settings			
	i. Evidence of regular data collection on IEP goals and objectives			
Standard-6 <i>Home School Connection</i>	a. Home notes are sent on a regular basis			
	b. Evidence of collaboration with service providers (OT, SLP, Family Counselor)			
	c. Special education services (consultation/collaboration) are logged appropriately			
	d. Evidence of regular team meetings			
	e. Evidence of regular parent meetings/training			
	f. Matriculation activities take place for incoming 9 th grade students			