

ICT GOALS:		6 th Grade	7 th Grade	8 th Grade
Executive Functioning:		<ul style="list-style-type: none"> • Student manages personal belongings → moving materials from room to room independently; looking around table to see if materials are left behind • Student makes decisions about what materials they need for the day/period; use the "I Need My," list for the duration of the period; be efficient with movement of belongings as to not disrupt the class • Student follows the 6th grade organizational system 	<ul style="list-style-type: none"> • Student has awareness of due dates • Student writes down due dates in planners independently during allotted class times • Student uses the resources available to them (planner, google classroom, pupilpath) <ul style="list-style-type: none"> ◦ Emails teachers directly with questions ◦ Attends Office Hours proactively or follows teacher suggestions to attend • Student comes up with their own organizational strategies that works for them 	<ul style="list-style-type: none"> • Student independently manages HW and meets deadlines • Student is independent and responsible for personal belongings
	IEP Involvement:	<ul style="list-style-type: none"> • In late fall, Case Manager shares IEP goals with students in a "friendly manner" to introduce student to what teachers will focus on with them 	<ul style="list-style-type: none"> • Case manager makes sure that the student knows that they have an IEP • Student knows their SpEd team and IEP goals • Student knows their Testing Accommodations • Student knows what related services that they receive • Student develops self-determining goal and has reflection of past goals with Case Manager • Student attends IEP meeting for the last 10 min. 	<ul style="list-style-type: none"> • Student will attend the entirety of their IEP meeting in order to • Student will understand the rights as a SpEd student • Student will offer a stamp-of-approval for all goals that appear on IEP

Social Emotional	<ul style="list-style-type: none"> • Student become comfortable asking for a break and/or fidget when feeling restless or unfocused 	<ul style="list-style-type: none"> • Student will become self-aware to recognize their own needs and preferences • Student will evaluate the supports and strategies that they have/do receive to decide what works best for them • Student will begin to better understand their strengths and challenges 	<ul style="list-style-type: none"> • Student will be aware of strengths and challenges • Student will independently ask for support when needed • Student will understand the complexities of their classification
Self-Advocacy:	<ul style="list-style-type: none"> • Student will work with parent/guardian to develop questions when confused about information presented in class, even if the email does come from the adult to the staff member 	<ul style="list-style-type: none"> • Student is encouraged to independently reach out for questions re: HW, missing notes • Student is encouraged to attend Office Hours independent from teachers requesting the support and have targeted questions for teachers to answer 	<ul style="list-style-type: none"> • Student will communicate directly with teachers/staff and not through a guardian or other adult/peer for all concerns academic i.e unit - long problems/grades • Student will know and use resources independently (materials), people → problem-solving independently