**How is Adverse Educational Impact documented in the division?**

|  |  |
| --- | --- |
| Data Considered? | What is sufficient data? |
| Academic performance |  |
| Social  interactions |  |
| Emotional functioning |  |
| Behavioral functioning |  |

Documentation:

**How is Specially Designed Instruction documented in the division?**

|  |  |
| --- | --- |
| Data Considered? | What is sufficient data? |
| Evidence of methods already attempted and associated data |  |
| Progress monitoring data from tiered interventions |  |
| Data showing responsiveness from strategies to dynamic assessment |  |

Documentation:

What guidance is available to staff on other topics such as:

* Educational vs. Medical/Clinical
* Cultural, socio-economic and environmental impact
* Limited English proficiency
* Speakers of a socio-cultural dialect

Which types of assessment tools are recognized by the LEA?

What guidance is available to staff?

Identify at least one area where developing a local interpretation (policy, procedure, or guidance) would lead to increased consistency among staff and teams.

Identify at least two examples of how your LEA has provided a local interpretation (policy, procedure, or guidance) to assist teams.