



## Back to School - September 2020

You may remember some of this information from one of our 2018 Newsletters but we thought it so important that it's worth repeating. There are some changes specific to absentee voting. It is recommended that you refer to <https://scvotes.gov/> to learn about any recent changes to voting regulations, specifically regarding requirements for witness signatures on absentee ballots.

### South Carolina Disability Voting Coalition

#### ADVOCATING EQUAL ACCESS TO VOTING

Voters with disabilities cannot be denied the right to vote solely on the basis of a disability. People with disabilities have the right:

- ◆ To vote in elections independently or with assistance
- ◆ To vote privately and in the same manner as any voter
- ◆ To be treated with dignity and respect in all aspects of the voting process

In order to vote, you need to register at least 30 days before the election. To be eligible to register in South Carolina, you **MUST**:

- ◆ Be a United States citizen and a resident of South Carolina
- ◆ Be at least 18 years old on or before the next election
- ◆ Not be under a court order declaring you mentally incompetent
- ◆ Not be in prison resulting from a conviction of a crime. Not be on probation

A citizen who wishes to register to vote may:

- ◆ Register in person at your county voter registration and elections office
- ◆ Register online or download a form at [scvotes.org](https://scvotes.org/), complete it, and return it to your county voter registration and elections office.

You can also register to vote at any of the following:

- ◆ Protection & Advocacy for People with Disabilities, Inc.
- ◆ SC Association of the Deaf
- ◆ SC Commission for the Blind
- ◆ SC Dept. of Disabilities & Special Needs
- ◆ SC Dept. of Mental Health
- ◆ SC Dept. of Motor Vehicles
- ◆ SC Dept. of Social Services
- ◆ SC Vocational Rehabilitation

### New Guidance on Absentee Voting:

Due to COVID 19, significant changes to absentee voting rules were made when H.5305/R.149 was signed into law on September 16, 2020, for the November 3, 2020 General Election.

- All voters may now vote absentee under the "State of Emergency" reason. "State of Emergency" applies only to the 11/3/20 General Election & does not apply to any other election.
- Applications for absentee-by-mail ballots must be received by the voter registration office by 5:00 p.m., Saturday, October 24
- An Authorized Representative acting on behalf of a voter who is unable to go to the polls due to an illness or disability may return the application by 5:00 p.m., Friday, October 30.
- Witness Requirement: Currently, a court has ruled voters do not need a witness signature on the absentee-by-mail return envelope for their ballot to count. However, it is possible this court ruling could change. The public will be notified of any changes to the witness requirement through the media and at [scvotes.gov](https://scvotes.gov/).

### In Person Absentee

**Step 1:** Visit your county voter registration office or extension office. - This option begins Monday, October 5 & ends 5:00 p.m., Monday, November 2.

## Post Traumatic Stress Disorder (PTSD) Fact Sheet

### What is Posttraumatic Stress Disorder (PTSD)?

PTSD is a mental disorder that can develop after a person of any age directly experiences or witnesses a traumatic event, such as exposure to war, threatened or actual physical assault, threatened or actual sexual violence, a violent crime or serious accident, or a natural disaster. Not everyone who experiences a traumatic event will develop PTSD. Among those who do, the traumatic event may cause mild symptoms in one person, but may prove devastating for someone else. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, or DSM-5, classifies PTSD under Trauma- and Stressor-Related Disorders.

**What Are the Risk Factors for PTSD?** Risk factors for PTSD include: having direct exposure to a traumatic event, as a victim or witness; being seriously hurt during a traumatic event; experiencing trauma in childhood; having another mental health condition, like depression, anxiety, or substance abuse; having a family member, such as a parent, with a mental health condition; exposure to combat or deployment to a war zone with or without exposure to combat; and lacking social support from friends and family after a traumatic event.

**How Often Does PTSD Occur?** Among the U.S. population, 7-8 percent will have PTSD at some point in their lives. Approximately 10 percent of women and 4 percent of men develop PTSD at some point in their lives. Approximately 5 percent of adolescents have met the criteria for PTSD in their lifetime. Prevalence is higher for girls (8 percent) than boys (2.3 percent) and increases with age. There are no definitive studies on prevalence rates of PTSD in younger children in the general population.

**What Are the Symptoms of PTSD?** Symptoms include flashbacks (reliving the traumatic event), difficulty sleeping or bad dreams while sleeping, avoiding thoughts or feelings related to the traumatic event, being easily startled, angry outbursts, negative thoughts about oneself, distorted feelings like guilt or blame, and trouble remembering key features of the traumatic event. Children under age 6 with PTSD may get upset if their parents are not close by, may have trouble sleeping, or may act out their experience in play activities. Children age 7 to 11 with PTSD may act out their experiences, have nightmares, exhibit increased irritability or aggressiveness, or have difficulty with schoolwork or peers.

**How soon after the traumatic event do the symptoms appear?** Symptoms usually begin within three months of a traumatic event, but may also show up years after the event.

**How long do the symptoms persist?** Symptoms generally last for at least one month. Symptoms may recur or intensify in response to reminders of the traumatic event, ongoing life stressors, or newly experienced traumatic events. Without treatment, a person can have PTSD for years or the rest of his or her life.

**What Treatment is Available for PTSD?** Treatment for PTSD includes antidepressant medications such as sertraline (Zoloft), paroxetine (Paxil), fluoxetine (Prozac), and venlafaxine (Effexor), psychotherapy such as prolonged exposure therapy or cognitive processing therapy or both. Prolonged exposure therapy teaches a person how to gain control by facing his or her negative feelings. It involves talking about the traumatic event with a medical professional and doing some of the things he or she has avoided Posttraumatic Stress Disorder Fact Sheet since the trauma. Cognitive processing therapy teaches a person to reframe negative thoughts about the trauma. It involves talking with a medical professional about the negative thoughts and doing short writing assignments. Psychotherapy usually lasts about eight to 16 sessions. Medications can treat PTSD symptoms alone or with therapy — but only therapy treats the underlying cause of the symptoms. If the PTSD symptoms are treated only with medication, the person will need to keep taking it for it to keep working.

**Which Impairments Co-occur with PTSD?** PTSD has high rates of co-occurrence, or comorbidity, with other mental disorders. Most commonly, comorbid diagnoses include major affective disorders, dysthymia, substance abuse disorders, anxiety disorders, or personality disorders. Dementia can also co-occur with PTSD. In one study of U.S. veterans with and without PTSD, findings indicated that those with the diagnosis had almost double the risk of dementia compared to those without it. Existing research has not been able to determine conclusively that PTSD causes poor health. There is some evidence to indicate PTSD is related to cardiovascular, gastrointestinal, and musculoskeletal disorders.

Research citations for this article as well as information on Social Security Income (SSI) and PTSD visit:

<https://www.ssa.gov/disability/Documents/PTSD%20Fact%20Sheet.pdf>



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## Is Your Child's Behavior Plan Based on Good Data?

If your child experiences behavior challenges, at home or at school, it is important to remember that problem behavior usually serves a purpose for the person displaying it. Problem behavior is often a very predictable and effective way for a person to get a desired outcome (e.g., throwing books on the floor is an effective way to avoid schoolwork). If problem behaviors are interfering with your child's success you have probably heard or read about the ABCs of behavior intervention. Developing an effective behavior intervention plan is dependent upon the quality of the data collected. ABC data is gathered to help determine the function of a behavior and to help identify appropriate replacement behaviors. If ABC data is collected on your child it's important to understand exactly what that means - and what it should look like. Typically, ABC data is based on observations of the child in various environments.

First, what does ABC mean anyway? The "A" refers to the *antecedent*, or what was going on with and around the individual before the behavior was exhibited. This observation may (should) include what the individual was doing, who was there, where they were, what sights, sounds, smells, temperature, and the number of people in the environment. The "B" refers to the actual observable *behavior* and should clearly describe what that behavior "looks like". For example, "acting out" - "disrespectful" - "not paying attention" are not clearly described behaviors. The "C" refers to the *consequence* of the behavior, or what happened immediately after the behavior occurred (not the punishment that was administered later). Consequences, sometimes unintended, may be things such as removing the individual or others from the environment, increased attention toward the individual, and/or interfering with the delivery of teacher instruction.

A variety of ABC data should be collected to develop a solid behavior intervention plan. Assuming that there is a pattern of interfering behavior, observations should be recorded and include:

### Potential Antecedents

- ◆ When/what time the behavior occurs?
- ◆ During what activities is the behavior occurring?
- ◆ Where is the behavior most likely to occur?
- ◆ With whom is the behavior most likely to occur?
- ◆ When/where/during what activities does the behavior NOT occur?

### Potential Consequences

- ◆ What does the behavior achieve for the person?
- ◆ Does it result in an avoidance or escape from an activity?

- ◆ Is the person rewarded *in any way* by engaging in the behavior?
- ◆ Are the resulting consequences usually the same?

Some facts to remember:

Consequences, good or bad, maintain the behavior.

"Setting Conditions" can affect behavior and may not be observed as antecedents. For example, a prolonged bus ride, problems at the bus stop, no breakfast, poor sleeping habits, a "bad" morning at home, or interruptions to routines may be setting conditions.

Some individuals who have experienced trauma may have heightened responses to activities or environments that may make it hard to hypothesize the function of some behaviors. In other words, trauma can be a setting condition.

Once the data is collected, reviewed, and hypothesized, a theory regarding the function of the problematic behavior is developed. Subsequently, the collected data is used to create a behavior intervention plan, focusing on just one or two of the most challenging behaviors. The plan should be positive in nature with the goal of skill development to teach appropriate replacement behaviors that accomplish the identified function.

So the next time you're in a meeting to talk about your child's behavior, make sure that those doing the observations are being comprehensive in their data collection in order to create the most successful positive interventions.

Looking for more info: [www.pbis.org](http://www.pbis.org)

## Do You Know About ? ?

**The National Center on Improving Literacy** has a wealth of information and resources for families whose children are struggling with reading. This website offers hands-on strategies to support reading instruction and guidance for working with your school to improve services available for literacy. It offers toolkits available for families in supporting your child's literacy development. It even has a family page called Kid's Zone which offers a fun interactive literacy playground. For those families who are wanting to learn more about reading, this site is a one stop shop filled with information and resources all free to access. Website [www.improvingliteracy.org](http://www.improvingliteracy.org)

**The Center for Disease Control (CDC) has placed a "stay" on Evictions to prevent further spread of COVID.** If you are worried about being evicted from your residence because COVID has impacted your ability to pay rent, then you should visit the CDC website & fill out the declaration form then contact the magistrate court before presenting it to your landlord. **Call SC Legal Services (843-346-5592)** if you have questions or need help.

## Know the Standards

There are six key reasons why parents should be familiar with South Carolina's academic standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests on grade-level academic standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state is based on the same academic standards.
4. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home.
5. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the academic standards helps parents understand more about what their child is learning and what they can do at each grade level.
6. Standards help parents see how the current grade level expectations are related to successive years' expectations.

To find a comprehensive list of South Carolina's academic standards by grade and subject visit:

<http://www.scfriendlystandards.org/>

## VOTE!

*Continued from Page 1*

**Step 2:** Complete an application.

**Step 3:** Cast your ballot.

### Absentee By Mail

**Step 1: Get your application** (available now).

Online: [https://info.scvotes.sc.gov/eng/voterinquiry/VoterInformationRequest.aspx?](https://info.scvotes.sc.gov/eng/voterinquiry/VoterInformationRequest.aspx?PageMode=AbsenteeRequest)

[PageMode=AbsenteeRequest](https://info.scvotes.sc.gov/eng/voterinquiry/VoterInformationRequest.aspx?PageMode=AbsenteeRequest) You must be able to print your application. OR

**Call or email your county voter registration office.** You will be mailed an application.

A member of a voter's immediate family or Authorized Representative can also request the application (see Authorized Representative below).

**Step 2: Complete, sign and return the application** to your county voter registration office. You may return by mail, email, fax or personal delivery. Return as soon as possible and no later than 5:00 p.m., Saturday, October 24.

An Authorized Representative must return the application by 5:00 p.m., Friday, October 30 (see Authorized Representative below).

**Step 3: Receive your absentee ballot in the mail.**

**Step 4: Vote and return the ballot** to your county voter registration office or extension office.

Be sure to sign the voter's oath. Return your ballot either by mail, personal delivery or authorized returnee. **Your ballot must be received by 7:00 p.m. on Tuesday, November 3.**

If returning your ballot by mail, mail it as soon as possible, preferably a week before election day, to help ensure timely delivery.

You can check the status of your absentee ballot at [scVOTES.gov](http://scVOTES.gov).

### Who is an Authorized Representative?

An Authorized Representative (Representative) is a **registered voter** who acts on behalf of a voter who is unable to go to the polls because of either:

An **illness or disability** resulting in the voter's confinement in a hospital, sanatorium, nursing home, or place of residence; or

A **handicap** rendering the voter unable to vote at his polling place due to existing architectural barriers that deny him physical access to the polling places, voting booth, or voting apparatus or machinery.

Candidates and paid campaign workers may not serve as a Representative except for immediate family members. A Representative must complete the Authorized Representative form. A Representative may:

Request a voter's application.

Return the application through 5:00 p.m., Friday, October 30.

The ballot will be mailed to the voter.

### Who is an Authorized Returnee?

An Authorized Returnee (Returnee) is a person who can be authorized by any voter to return the voter's absentee by mail ballot. Candidates and paid campaign workers may not serve as a Returnee except for immediate family members.

If you plan on voting in person on election day, polling places are open from 7:00 a.m. to 7:00 p.m. You must present one of the following items to vote on Election Day:

- ◆ SC Driver's license
- ◆ SC DMV issued ID card
- ◆ SC voter registration card with photo

*Continued on Page 5*

## Voting....

- ◆ Federal Military ID
- ◆ United States Passport

If you do NOT currently have one of these items you can get a photo ID free of charge at the following locations:

- ◆ Your county voter registration and elections office by providing your date of birth and the last four digits of your social security number.
- ◆ Your local DMV office. Check with DMV or [scdmvonline.com](http://scdmvonline.com) for the required documents.

If you do NOT have a photo ID on Election Day, you may vote a provisional ballot by providing a reasonable impediment (any valid reason beyond your control which created an obstacle to obtaining a photo ID). To vote under the reasonable impediment exception at the polling place present your current, non-photo registration card and sign an affidavit stating why you could not obtain a photo ID. Then cast a provisional ballot that will be counted unless the county election commission has reason to believe your affidavit is false.

For your provisional ballot to be counted, you must provide a photo ID to the county election commission prior to certification of the election.

Voters needing assistance may be joined by a person of your choice except your employer or a representative of your employer's union.

Curbside voting is available to any voter who cannot enter the polling place or is unable to stand in line to vote. Vote "curbside," outside the polling place in your vehicle. Poll Managers monitor the area at least every 15 minutes. A "Curbside Voting" sign should be visible at your polling place.

For more information or to report voting concerns contact:

Protection and Advocacy for People with Disabilities, Inc. 803-782-0639 (voice), 866-275-7273 (Toll Free), 866-232-4525 (TTY), [Info@pandasc.org](mailto:Info@pandasc.org) (Email) or visit:

[http://www.state.sc.us/dmh/client\\_affairs/scdvc\\_brochure.pdf](http://www.state.sc.us/dmh/client_affairs/scdvc_brochure.pdf)

The SC Disability Voting Coalition is a non-partisan coalition dedicated to increasing the numbers of people with disabilities who vote through voter education and improved access to the voting process. Visit their Facebook page to learn more:

<https://www.facebook.com/scdisabilityvotingcoalition/>



## When Parent Advocacy & Self Advocacy Result in Success



Meet Micah Green. Here at the PTRC we first met Micah when he was a 10 year old student with Cerebral Palsy & an IEP at Oakland Elementary School. Look at him now - all grown up!! In June, this handsome young man graduated from Trident Technical College with a 3.5 GPA & an Associate of Arts degree. Micah always wanted to attend college and he met that goal.

He will be continuing his education at the College of Charleston and work toward a degree in Psychology.

Micah has worked very hard to achieve all he has thus far. But he didn't do it alone. His Grandmother, Eula Thompson is/has been an outstanding advocate on his behalf. She knew what he was capable of doing and supported him every step of the way. Eula did all she could to help Micah and then went on to support and advocate for other children with disabilities by serving on the Board of Directors of the Family Resource Center. Eula & Micah never gave up! Together they found their dream. Join us in congratulating this awesome family!

### May We Recommend: COVID Guidance for Special Education Teachers

When we visited the High School Credential page on the SC Dept of Education website we discovered this useful video. Developed for teachers, it contains excellent information for parents as well.

Fun Fact: That's Dr. Mitch Yell you'll hear giving the presentation. Dr. Yell has provided excellent training annually to our PTRC Parent Mentors for 20 years.

Please visit this website:

<https://screencast-o-matic.com/watch/cYjlnlGUnh>

Just Released on 9/28/20. Further Guidance from US Dept. of Ed. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-provision-of-services-idea-part-b-09-28-2020.pdf>

A helpful and recent (2020) document from the Social Security Administration "Benefits for Children with Disabilities" can be found at:

<https://www.ssa.gov/pubs/EN-05-10026.pdf>

## Education Acronyms

Acronyms are formed from the initial letters of other words and often are used in place of the full terminology.

As we take part in conversations about our child's education program and service delivery, we often hear acronyms that we may not understand. Below is a list of some of those that may sound like a foreign language when they're used in meetings. Space prevents including a definition for each one, but you can find that information on pages 4-21 in our Parent's Guide to Special Education Services on the FRC website:

<http://frcdsn.org/wp-content/uploads/2017/11/NEW-PARENT-MANUAL-FInal-version.pdf>

Here's a brief list of the acronyms we hear the most:

ABA - Applied Behavior Analysis  
 ADA - Americans with Disabilities Act  
 AEP - Alternative Educational Placement  
 AT - Assistive Technology  
 BIP - Behavior Intervention Plan  
 CBM - Curriculum Based Measures  
 CPRC - Community Parent Resource Center  
*(our Parent Training & Resource Center is one of these)*  
 EI - Early Intervention or Early Interventionist  
 ELA - English Language Arts  
 ELL - English Language Learner  
 ESL - English as a Second Language  
 ESSA - Every Student Succeeds Act  
 ESY - Extended School Year services  
 FAPE - Free Appropriate Public Education  
 FBA - Functional Behavior Assessment  
 FERPA - Family Educational Rights & Privacy Act  
 FIEP - Facilitated Individualized Education Program  
 IAES - Interim Alternative Education Setting  
 IDEA - Individuals with Disabilities Education Act  
 IEE - Independent Education Evaluation  
 IEP - Individualized Education Program  
 IHE - Institutions of Higher Education  
 IFSP - Individualized Family Service Plan  
 ISP - Individualized Service Plan  
 ISS - In School Suspension  
 ITP - Individualized Transition Plan  
 LEP - Limited English Proficient  
 LEA - Local Education Agency  
 LRE - Least Restrictive Environment  
 MAP - Measure of Academic Performance (as in testing)  
 MDT - Multi-Disciplinary Team  
 OSEP - Office of Special Education Programs (US Dept. of Education)

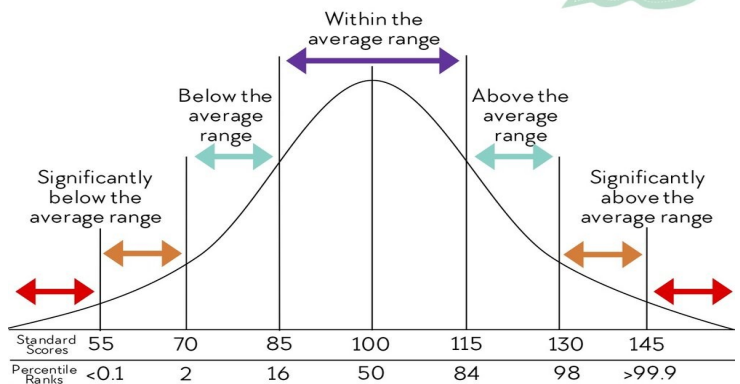
OSES - Office of Special Education Services (SC Dept. of Education)  
 OSS - Out of School Suspension  
 OT - Occupational Therapy  
 PBIS - Positive Behavior Interventions and Supports  
 PLAAFP - Present Levels of Academic And Functional Performance  
 PT - Physical Therapy  
 PTI - Parent Training and Information Center  
*(Family Connection of South Carolina is the state PTI)*  
 PWN - Prior Written Notice  
 RTI - Response to Intervention  
 SC-Alt - South Carolina Alternate Assessment  
 SBE - State Board of Education  
 SEA - State Education Agency  
 SLP - Speech Language Pathologist  
 SPED - Special Education  
 SRO - School Resource Officer  
 SWD - Students with disabilities  
 UDL - Universal Design for Learning  
 VR - Vocational Rehabilitation

## Has Someone Referred to the Bell Curve?

The results of intelligence tests follow the bell curve, a graph in the general shape of a bell. When the bell curve is used in psychological testing, the graph demonstrates a normal distribution of a trait, in this case, intelligence, in the human population. Many human traits naturally follow the bell curve.

### UNDERSTANDING YOUR CHILD'S SCORES

Percentile Ranks and Standard Scores



#### WHAT ARE STANDARD SCORES?

So that we can better compare scores on different test measures, we convert your child's score into a standard score. Most tests have average standard scores of 100. Increments of 15 are used to separate sections of the population into average, below average, and above average sections. For example, if your child gets a standard score between 85 and 115, these scores are considered within the average range. The curve is higher for this section because most people in the world fall in the average range. If your child has a standard score below 85, their score is considered below the average range. See the curve above for information on other divisions based on other standard scores.

#### WHAT ARE PERCENTILE RANKS?

Percentile ranks are an easy way to compare your child to other children his or her age. For example, if your child has a percentile rank of 16, they fall in the 16<sup>th</sup> percentile and scored higher than 16% of children the same age who took the same test. If your child earned a percentile rank of 75 on a standardized test, your child scored as well or better than 75 percent of his peers. Percentile ranks are not the same as percent of correct answers on a test.

## Looking for Remote Support ?

If you are a parent that uses Facebook to stay connected and you are in need of an online support group, Just type **Our Special Little Ones** in the search bar. Click on the link & ask to join. Once you agree to the rules, you will be notified of your new group membership. This is a private group to share resources, ideas and advice with parents of children with special needs. Only members of the group can see who is in the group and what other members share or post.

Additionally, on Facebook is a local group called **Charleston SC Special Needs Community**. This is also a private group and you must agree to the group rules before joining. The purpose of this group is to share resources, information and support in a non judgmental forum for any parent with a child or adult with special needs. Many parents and providers are members of both groups, lending our community to a wealth of information and support in these challenging times. Join this group by the same procedure as Our Special Little Ones.

The **National Alliance on Mental Mental Illness (NAMI)**, out of an abundance of caution due to COVID-19, has cancelled all in-person supports groups at this time. Instead, they are hosting a **Family Support Group every Tuesday at 6:00 pm** and a **Connection Support Group every Thursday at 6:00 pm**. You can log in through your computer or call in on your phone. To obtain a link to the group visit:  
<https://mailchi.mp/2a16095bd674/monthly-e-newsletter-3857581?e=d7d3535506>

**VirtualSC**, South Carolina's free, state-sponsored online program is offering free educational resources to students, parents, and teachers while schools are closed. Please visit [virtualsc.org/resources](http://virtualsc.org/resources) to find a variety of resources, including: test prep for national exams like SAT, ACT, PSAT, Advanced Placement exams, personalized math programs for 6-12th grade students, free educational videos, and more.

### Sibling Rights



So many parents are hyper-focused, as they rightfully should be, on trying to make sure their child with a disability receives all the supports needed. Some of these supports are codified as rights (think ADA or IDEA). But, sometimes, we forget that others in the family have rights too. For example, siblings. Consider these “Sibling Rights” :

1. The right to understand as completely as possible at their developmental level, what their brother’s/sister’s disability is and what it means.
2. The right to retain their proper place in the family in terms of parental love and attention and all interpersonal relations.
3. The right, particularly as they grow into adolescence, of access to time unencumbered by obligation to the sibling with a disability.
4. The right to expect their appropriate share of family resources.
5. The right to express, at appropriate times, resentment and anger.
6. The right to refuse to play the role of the parent.
7. The right to plan for and live a life of one’s own, including the right not to have to take of the sibling in old age.
8. The right to be free of guilt in relation to all of these.

### South Carolina High School Credential

We’ve found that some parents are still confused about the High School Credential being offered to eligible students with disabilities. Even though we have included a few articles on this option in the past, we found an informative video as well as other resources at this website:

<https://thesccredential.org/>

In short, the South Carolina High School Credential offers students with disabilities the opportunity to work towards a uniform, state-recognized credential. The purpose of the Credential is to provide job-readiness opportunities for students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

To earn a South Carolina High School Credential, students are required to:

- Earn 24 units of credit that include coursework aligned with the South Carolina College- and Career-Ready Standards.
- Obtain work readiness assessment results that demonstrate the student is ready for competitive employment.
- Complete a career portfolio that includes a multimedia presentation.
- Complete at least 360 hours of work-based learning/training.



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 Fax: 843-266-1941  
 www.frdsn.org

family resource center  
 FOR DISABILITIES AND SPECIAL NEEDS, INC.

NONPROFIT ORG.  
 U.S. POSTAGE  
 PAID  
 PERMIT NO. 253  
 CHARLESTON, SC

## Conocer las normas

Acá hay seis razones importantes por las cuales los padres deben tener conocimiento acerca de las Estándares Académicos de Estudios:

1. Las normas presentan expectativas claras, altas, para el desempeño estudiantil. Las normas dicen lo que los estudiantes necesitan hacer para progresar en la escuela a nivel de curso.
2. Las normas guían los esfuerzos para medir el desempeño estudiantil. Los resultados de las pruebas sobre las Estándares Académicos de Estudios respecto a nivel de curso muestran si los estudiantes han aprendido y si los profesores han enseñado de manera apropiada.
3. Las normas promueven imparcialidad educacional para todos. La enseñanza en todas las escuelas en el estado se basará en las mismas Estándares Académico de Estudios
4. Las normas informan a los padres acerca de las expectativas académicas para sus hijos. Las normas dan a los padres información más específica para ayudar a sus hijos en casa. Los padres ya no tienen que adivinar el tipo de ayuda que sus hijos necesitan para desempeñarse bien en la escuela.
5. Las normas permiten a los padres participar de manera más activa en las conferencias padre/profesor. El conocimiento de las Estándares Académicos de Estudios ayuda a los padres a entender más acerca de lo que sus hijos aprenden y sobre lo que ellos pueden hacer en cada nivel de curso. Los padres pueden tener conversaciones con los profesores acerca del progreso estudiantil en áreas específicas y entender más completamente el progreso de sus hijos.

Las normas ayudan a los padres a ver cómo se relacionan las expectativas actuales de nivel de curso respecto a las expectativas de los años posteriores. Los padres pueden ver como el conocimiento de sus hijos crece de un año al siguiente.

Para encontrar una lista completa de los estándares académicos de Carolina del Sur por grado y visita de materia:

<http://www.scfriendlystandards.org/espanol/inicio.htm>