Integrated Accommodation and modifications, Special Education Studeents, English Language Learners, At-Risk students, Gifted and Talente students, Career Education, and those with 504s

CONTENT/MATERIAL	
Access to accurate notes	x
Provide copy of class notes	x
Additional time to complete tasks/long-term projects with adjusted due dates	x
Adjust number of items student is expected to complete	x
Limit number of items student is expected to learn at one time	x
Allow extra time for task completion	x
Allow verbal rather than written responses	x
Modify curriculum content based on student's ability level	x
Reduce readability level of materials	x
Allow typed rather than handwritten responses	x
Use of calculator	x
Use of a math grid	x
Access to electronic text (e.g. Downloaded books)	
Provide books on tape, CD or read aloud computer software	
Modified homework assignments (modify content, modify amount, as appropriate)	
ORGANIZATION	
Assistance with organization of planner/schedule	x
Assistance with organization of materials/notebooks	x
Use a consistent daily routine	x
Assist student in setting short-term goals	x
Break down tasks into manageable units	x
Provide benchmarks for long-term assignments and/or projects	x
Use of checklists	x
Use of an assignment notebook or planner	x
Check homework on a daily basis	x
Provide timelines for work completion	x
Develop monthly calendars with assignment due dates marked	x
Provide organizational support through teacher websites	x
Enlarge work space areas	x
Provide organizers/study guides	x
Require classroom notebooks and/or folders	x
INSTRUCTION	
Frequently check for understanding	x
Color code important information	x
Simplify task directions	x
Provide hands-on learning activities	x
Provide modeling	x

Provide guided instruction	x
Modify pace of instruction to allow additional processing time	x
Provide small group instruction	x
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	x
Provide outline in advance of lecture	x
Demonstrate directions and provide a model or example of completed task	x
Emphasize multi-sensory presentation of data	
Encourage use of mnemonic devices	
Provide oral as well as written instructions/directions	x
Allow for repetition and/or clarification of directions, as needed	x
Reinforce visual directions with verbal cues	x
Give direct and uncomplicated directions	x
Orient to task and provide support to complete task	x
Provide easier tasks first	x
Help to develop metacognitive skills (self-talk and self-correction)	x
Directions repeated, clarified or reworded	x
Have student demonstrate understanding of instructions/task before beginning assignment	x
Allow wait time for processing before calling on student for response	x
Read directions aloud	x
Administer work in small segments	x
Provide visual models of completed tasks	x
Give verbal as well as written directions	x
Use interests to increase motivation	x
Use marker (e.g. index card, ruler) for visual tracking	x
Enlarge print	x
ASSESSMENT	
Modified grading	x
Additional time to complete classroom tests/quizzes	x
Announce test with adequate prep time	x
Small group administration of classroom tests/quizzes	x
Provide larger white work space on quizzes and tests, particularly in math	x
Modified tests/quizzes	x
Modify the number of choices on tests/quizzes	x
Modify length of test	x
Modify the content of tests/quizzes	x
Adjust test format to student's ability level	x
Provide manipulative examples	x
Develop charts, visual outlines, diagrams, etc.	x
Verbally guide student through task steps	x
Allow for oral rather than written responses on tests	x
Allow for oral follow-up for student to expand on written response	x

Allow use of a computer	x
Provide a word bank for fill-in-the blank tests	x
Allow dictated responses in lieu of written responses	x
Do not penalize for spelling errors	x
Allow typed rather than handwritten responses	x
Allow student to circle responses directly on test rather than use Scantron	x
Provide word banks for recall tests	x
Read test aloud	x
Allow student to make test corrections for credit	x
Mark answers in test booklet	x
Point to response	x
Alternate test-taking site	x
ATTENTION/FOCUS	
Seat student near front of room	x
Preferential seating	x
Monitor on-task performance	x
Arrange private signal to cue student to off-task behavior	x
Establish and maintain eye contact when giving oral directions	x
Stand in proximity to student to focus attention	x
Provide short breaks when refocusing is needed	x
Use study carrel	x
Arrange physical layout to limit distractions	x
Frequently ask questions to engage student	x
Refocusing and redirection	x
Behavior/time management system	x
WRITTEN LANGUAGE	
Include brainstorming as a pre-writing activity	x
Edit written work with teacher guidance	x
Allow use of word processor	x
Use graphic organizers	x
SOCIAL/BEHAVIORAL	
Discuss behavioral issues privately with student	x
Provide opportunities for peer interactions	x
Utilize student in development of tasks/goals	x
Encourage student to self-advocate	x
Minimize negative behavior	x
Present alternatives to negative behavior	x
Establish positive scripts	x
Desensitize student to anxiety causing events	x
Monitor for overload, excess stimuli	x

Identify triggers	x
Help student manage antecedents	x
Develop signal for when break is needed	x
Give student choices to allow control	x
Provide positive reinforcement	x
Provide consistent praise to elevate self-esteem	x
Model and role play problem solving	x
Provide counseling	x
Use social skills group to teach skills and provide feedback	x
ENGLISH LANGUAGE LEARNERS	9-12
GRADING	
Standard Grades vs Pass/Fail	
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT	
PreK-K WIDA CAN DO Descriptors	
Grades 1-2 WIDA CAN DO Descriptors	
Grades 3-5 WIDA CAN DO Descriptors	
Grades 6-8 WIDA CAN DO Descriptors	
Grades 9-12 WIDA CAN DO Descriptors	
SIOP COMPONENTS AND FEATURES	
PREPARATION	
Write content objectives clearly for students	
Write language objectives clearly for students	
Choose content concepts appropriate for age and educational background levels of students	
Identify supplementary materials to use	
Adapt content to all levels of students proficiency	
Plan meaningful activities that intergrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	
BUILDING BACKGROUND	
Explicitly link concepts to students' backgrounds and experiences	
Explicitly link past learning and new concepts	
Emphasize key vocabulary for students	
COMPREHENSIBLE INPUT	
Use speech appropriate for students' proficiency level	
Explain academics tasks clearly	
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	
STRATEGIES	

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	
Use scaffolding techniques consistently throughout lesson	
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	
INTERACTION	
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	
Use group configurations that support language and content objectives of the lesson	
Provide sufficient wait time for student responses consistently	
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	
PRACTICE/APPLICATION	
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	x
Provide activities for students to apply content and language knowledge in the classroom	x
Provide activities that integrate all language skills	x
LESSON DELIVERY	
Support content objectives clearly	x
Support language objectivies clearly	x
Engage students approximately 90-100% of the period	x
Pace the lesson appropriately to the students' ability level	x
REVIEW/EVALUATION	
Give a comprehensive review of key vocabulary	x
Give a comprehensive review of key content concepts	x
Provide feedback to students regulary on their output	x
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	x
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	9-12
ACADEMICS	
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	x
Literacy Support Interventions (Appendix B of IS forms)	
Prompt before directions/questions are verbalized with visual cue between teacher and student	x
Task list laminated and placed on desk for classroom routines and organization	
Preferential seating	x
Provide structure and positive reinforcements	x
Sustained working time connected to reward (If/Then statement)	x
Frequently check for understanding	x
Graphic organizers	x
Tracker	

Slant board	
Access to accurate notes	x
Additional time to complete tasks/long-term projects with adjusted due dates	x
Limit number of items student is expected to learn at one time	
Break down tasks into manageable units	x
Directions repeated, clarified, or reworded	x
Frequent breaks during class	x
Allow verbal rather than written responses	x
Modify curriculum content based on student's ability level	x
Reduce readability level of materials	x
Allow typed rather than handwritten responses	x
Use of calculator	x
Use of a math grid	
Provide models/organizers to break down independent tasks	x
Access to electronic text (e.g. Downloaded books)	
Provide books on tape, CD, or read aloud computer software	
Provide opportunities for using a Chromebook as well as assistive technologies	x
Provide buddy system	x
Adjust activity, length of assignment, and/or number of problems, including homework	x
Provide assessments in a small group setting	x
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x
Communication with parents	x
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	
Rubric-based checklist	x
Target specific number of detaiils and focus on organization with post-its	x
Accept late work/homework without penalty	x
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)	x
SOCIAL/EMOTIONAL	
Children's books addressing presenting problem	
Student jots down presenting problem and erase when it goes away	
Meet with guidance counselor	
Student jots down presenting problem and erase when it goes away	
Attendance plan	x
Utilize nurse during episodes of presenting problem	
Provide short breaks	x
Attendance plan	
Communication with parents	x
Assign "jobs" to reduce symptoms	
Counseling check-ins	
Praise whenever possible	x

GIFTED AND TALENTED STUDENTS	9-12
CURRICULUM	
Acceleration	x
Compacting	x
Telescoping	
Advanced Placement Courses	
INSTRUCTION	
Grouping	
Independent Study	x
Differentiated Conferencing	x
Project-Based Learning	x
Competitions	x
Cluster Grouping Model with Flexible Grouping	
Differentiated Instruction	x
Summer Work	
Parent Communication	x
CLASSROOM MANAGEMENT	
Georgia Dept of Ed	
STUDENTS WITH 504 PLANS	9-12
ACADEMICS	
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	x
Preferential seating	x
Provide structure and positive reinforcements	x
Frequently check for understanding	x
Graphic organizers	x
Tracker	
Slant board	
Access to accurate notes	x
Provide enlarged copies of notes/textbooks	x
Access to notes ahead of time	x
Provide a print out of weekly assignments	x
Additional time to complete tasks/long-term projects with adjusted due dates	x
Limit number of items student is expected to learn at one time	x
Break down tasks into manageable units	x
Directions repeated, clarified, or reworded	x
Frequent breaks during class	x
Provide books on tape, CD, read aloud computer software, or electronic text	x
Provide opportunities for using a Chromebook as well as assistive technologies	x

Use of closed captioned videos/film/television	
Provide buddy system	x
Modify schedule	x
Modify deadlines	x
Adjust activity, length of assignment, and/or number of problems, including homework	x
Modification in grading system	x
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x
Communication with parents	x
Recommended use of Tutorial Center/Extra help from teachers	x
Use of Viking Academy	
Allow verbal rather than written responses	x
Modify curriculum content based on student's ability level	x
Reduce readability level of materials	x
Allow typed rather than handwritten responses	x
Use of calculator	x
Use of a math grid	
ASSESSMENTS	
Utilize dictionary on assessments	x
Use paper-based assessments or assignments	x
Provide assessments in a small group setting	x
Provide oral assessments	x
Permission to elaborate orally on written assessments	x
Permit use of scrap paper on assessments	x
Permit to write directly on assessments in liey of using Scantron forms	x
Option to retake assessments	x
Provide a study guide	x
Modify spatial layout of assessments	x
SOCIAL/EMOTIONAL	
Children's books addressing presenting problem	
Student jots down presenting problem and erase when it goes away	
Meet with guidance counselor	x
Student jots down presenting problem and erase when it goes away	
Attendance plan	x
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	x
Provide short breaks	
Attendance plan	x
Communication with parents	x
Assign "jobs" to reduce symptoms	
Behavior management system	x

ATTENTION/FOCUS	
Seat student near front of room	x
Preferential seating	x
Monitor on-task performance	x
Arrange private signal to cue student to off-task behavior	x
Establish and maintain eye contact when giving oral directions	x
Stand in proximity to student to focus attention	x
Provide short breaks when refocusing is needed	x
Use study carrel	
Arrange physical layout to limit distractions	x
Frequently ask questions to engage student	x
Refocusing and redirection	x
Behavior/time management system	
Group directions 1 step at a time	x
Assign "jobs" to reduce symptoms	
Arrange physical layout to limit distractions	
Frequently ask questions to engage student	x
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x
Extended time on assignments/assessments	x
Provide assessments in a small group setting	
Provide buddy system	x
Establish and maintain eye contact when giving oral directions	x

PHYSICAL	
Preferential seating	x
Arrange physical layout	x
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	x
Utilize nurse during episodes of presenting problem	x
Attendance plan	x
Communication with parents	x
Use of alternative settings	
Excessive physical activities kept to a minimum	
Excused from activities that affect presenting issue	
Include in emergency plans of presenting issue	x
Allow use of assistive devices	x
Monitor presenting issue	

CAREER EDUCATION	9-12
CRP1. **Act as a responsible and contributing citizen and employee.**	x
CRP2. **Apply appropriate academic and technical skills.**	x
CRP3. **Attend to personal health and financial well-being.**	x

CRP4.	**Communicate clearly and effectively and with reason.**	x
CRP5.	**Consider the environmental, social and economic impacts of decisions.**	x
CRP6.	**Demonstrate creativity and innovation.**	x
CRP7.	**Employ valid and reliable research strategies.**	x
CRP8.	**Utilize critical thinking to make sense of problems and persevere in solving them.**	x
CRP9.	**Model integrity, ethical leadership and effective management.**	x
CRP10.	**Plan education and career paths aligned to personal goals.**	x
CRP11.	**Use technology to enhance productivity.**	x
CRP12.	**Work productively in teams while using cultural global competence.**	x