SPECIAL EDUCATION	
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	
Allow typed rather than handwritten responses	X
Use of calculator	X
Use of a math grid	
Access to electronic text (e.g. Downloaded books)	X
Provide books on tape, CD or read aloud computer software	
Modified homework assignments (modify content, modify amount, as	
appropriate)	X
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	
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

SPECIAL EDUCATION	
Modify pace of instruction to allow additional processing time	Х
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	Х
Encourage use of mnemonic devices	
Provide oral as well as written instructions/directions	Х
Allow for repetition and/or clarification of directions, as needed	X
Reinforce visual directions with verbal cues	Х
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	Х
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	
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	
Provide larger white work space on quizzes and tests, particularly in math	Х
Modified tests/quizzes	X
Modify the number of choices on tests/quizzes	X
Modify length of test	Х
Modify the content of tests/quizzes	Х
Adjust test format to student's ability level	Х
Provide manipulative examples	Х
Develop charts, visual outlines, diagrams, etc.	Х
Verbally guide student through task steps	X

Allow for oral rather than written responses on tests 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 Allow student to make test corrections for credit X Mark answers in test booklet X Point to response X Alternate test-taking site
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 Allow student to make test corrections for credit X Mark answers in test booklet X Point to response
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Mark answers in test booklet X Point to response X
Point to response X
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Alternate test-taking site
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
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

SPECIAL EDUCATION	
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	
GRADING	
Standard Grades vs Pass/Fail	
Otanida di dides vs i desir dii	
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	X
Write language objectives clearly for students	Х
Choose content concepts appropriate for age and educational background levels of students	Х
Identify supplementary materials to use	X
Adapt content to all levels of students proficiency	Χ
Plan meaningful activities that intergrate lesson concepts with language practices opportunities for reading, writing, listening, and/or	V
speaking	X
BUILDING BACKGROUND	
Explicitly link concepts to students' backgrounds and experiences	X
Explicitly link past learning and new concepts	X
Emphasize key vocabulary for students	X
	, ,
COMPREHENSIBLE INPUT	
Use speech appropriate for students' proficiency level	
Explain academics tasks clearly	X
Use a variety of techniques to make content concepts clear (e.g.	
modeling, visuals, hands-on activities, demonstrations, gestures, body language)	X
body language)	Λ
STRATEGIES	
Provide ample opportunities for students to use strategies (e.g.	
problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	х
Use scaffolding techniques consistently throughout lesson	X
Use a variety of question types including those that promote higher- order thinking skills throughout the lesson	Х
INTERACTION	

ENGLISH LANGUAGE LEARNERS	
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	X
Use group configurations that support language and content objectives of the lesson	X
Provide sufficient wait time for student responses consistently	X
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 conent 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	
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)	
ACADEMICS	
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	
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	X
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	X
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	X
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)	X
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	
Adjust activity, length of assignment, and/or number of problems, including homework	X
Provide assessments in a small group setting	
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Communication with parents	X
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	X
Rubric-based checklist	X
Target specific number of details and focus on organization with postits	Х

Manual) Accept late work/homework without penalty Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available) 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 during episodes of presenting problem X Utilize nurse during episodes of presenting problem X Provide short breaks X Attendance plan X Communication with parents X Assign "jobs" to reduce symptoms X Counseling check-ins Praise whenever possible X ATTENTION/FOCUS Seat student near front of room X Preferential seating Monitor on-task performance X Arrange private signal to cue student to off-task behavior Stablish and maintain eye contact when giving oral directions X Stand in proximity to student to focus attention X Prefecusing and redirection Arrange physical layout to limit distractions X Refocusing and redirection Behavior/time management system X Group directions 1 step at a time X Assign "jobs" to reduce symptoms X Arrange physical layout to limit distractions X Frequently ask questions to engage student X Refocusing and redirection Enavorum management system X Arrange physical layout to limit distractions X Frequently ask questions to engage student X Refocusing and redirection Enavorum management system X Assign "jobs" to reduce symptoms X Arrange physical layout to limit distractions X 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 Extended time on assignments/assessments X Provide baddy system X Establish and maintain eye contact when giving oral directions X		
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Establish and maintain eye contact when giving oral directions X	Provide assessments in a small group setting	X
	Provide buddy system	X
Permit the use of headphones while working X	Establish and maintain eye contact when giving oral directions	X
	Permit the use of headphones while working	X

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	
COULOU DEFLICAL (FLEVATED ADOPTITE ION	
SCHOOL REFUSAL/ELEVATED ABSENTEEISM	
Attendance plan	X

GIFTED AND TALENTED STUDENTS	
CURRICULUM	
Acceleration	X
Compacting	X
Telescoping	
Advanced Placement Courses	X
INSTRUCTION	
Grouping	X
Independent Study	X
Differentiated Conferencing	X
Project-Based Learning	X
Competitions	X
Cluster Grouping Model with Flexible Grouping	X
Differentiated Instruction	X
Summer Work	X
Parent Communication	X
CLASSROOM MANAGEMENT	
Georgia Dept of Ed	X

STUDENTS WITH 504 PLANS	
ACADEMICS	
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	
Preferential seating	X
Provide structure and positive reinforcements	X
Frequently check for understanding	X
Graphic organizers	X
Tracker	X
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	×
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	×
Provide opportunities for using a Chromebook as well as assistive technologies	×
Use of closed captioned videos/film/television	X
Provide buddy system	X
Modify schedule	X
Modify deadlines	X
Adjust activity, length of assignment, and/or number of problems, including homework	×
Modification in grading system	X
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
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	

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 X Meet with guidance counselor X Student jots down presenting problem and erase when it goes away X Attendance plan Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem X Provide short breaks X Attendance plan X Communication with parents X Assign "jobs" to reduce symptoms X Behavior management system X ATTENTION/FOCUS Seat student near front of room X Preferential seating Monitor on-task performance X Arrange private signal to cue student to off-task behavior 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 Refocusing and redirection X Refocusing and redirection X Refocusing and redirection X Assign "jobs" to reduce symptoms X		
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Assign "jobs" to reduce symptoms X	Group directions 1 step at a time	X
	Assign "jobs" to reduce symptoms	X
Arrange physical layout to little distractions	Arrange physical layout to limit distractions	X

STUDENTS WITH 504 PLANS	
	.,
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	
Extended time on assignments/assessments	X
Provide assessments in a small group setting	X
Provide buddy system	X
Establish and maintain eye contact when giving oral directions	X
PHYSICAL	
Preferential seating	Χ
Arrange physical layout	
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Utilize nurse during episodes of presenting problem	X
Attendance plan	X
Communication with parents	Χ
Use of alternative settings	X
Excessive physical activities kept to a minimum	X
Excused from activities that affect presenting issue	Χ
Include in emergency plans of presenting issue	Χ
Allow use of assistive devices	Χ
Monitor presenting issue	Χ

CAREER EDUCATION		
CRP1.	Act as a responsible and contributing citizen and employee.	Χ
CRP2.	Apply appropriate academic and technical skills.	Χ
CRP3.	Attend to personal health and financial well-being.	
CRP4.	Communicate clearly and effectively and with reason.	Χ
CRP5. decision	Consider the environmental, social and economic impacts of s.	X
CRP6.	Demonstrate creativity and innovation.	Χ
CRP7.	Employ valid and reliable research strategies.	Χ
CRP8. perseve	Utilize critical thinking to make sense of problems and re in solving them.	Х
CRP9.	Model integrity, ethical leadership and effective management.	Χ
CRP10.	Plan education and career paths aligned to personal goals.	
CRP11.	Use technology to enhance productivity.	X
CRP12.	Work productively in teams while using cultural global ence.	