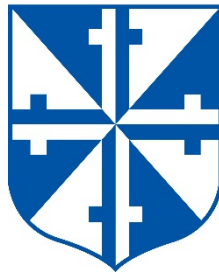


Fall 2015

# Saint Mary's Catholic School Inclusion Policies and Procedures





## **Saint Mary's Catholic School**

### **Inclusion Policies and Procedures**

#### **I. Mission Statement**

To provide qualified students, as well as their teachers and families, with support in the form of direct intervention, collaborative instruction, classroom accommodations, and parental education.

#### **II. Services Offered**

Students who are identified through professional assessment (to include both educational and psychological testing) as possessing either a learning disability and/or a speech/language impairment qualify for a variety of support to include direct intervention, collaborative instruction, and classroom accommodations. Students who are medically diagnosed with ADD or ADHD may qualify for classroom accommodations and/or modifications as appropriate.

#### **III. Policies and Procedures**

##### **A. Teachers Assisting Teachers (TAT) Team**

When a teacher sees a student having difficulty, the teacher may seek informal recommendations from other teachers, especially the teachers who have taught the student in the past, administrators, or other educational professionals in the school. Remember the need to observe guidelines of confidentiality in your discussions. Discussions should take place in a private area, not in the hallway or school front office. The TAT is composed of school personnel whose purpose is to 1) clarify the nature of the difficulties the student presents, 2) develop corrective consequences, and 3) develop proactive and positive strategies in order to prevent future difficulties. A meeting of the TAT team should take place before any referral for evaluation occurs. The TAT minutes create a paper trail of interventions implemented and the student's response to the interventions to present to a child study team or private evaluator. The team should meet at least one time before a student is referred for an evaluation. Poor grades, behavioral difficulties, difficulties resulting in continuous office referrals, or detentions, academic, social or behavior difficulties may be reasons for a Teachers Assisting Teachers Team meeting to be held.

##### **Prior to the TAT meeting**

The completed TAT Referral/ Behavioral Checklist and student work samples should be submitted to the TAT Team chairperson. The TAT Team chairperson or a member of the TAT team will conduct a formal Student Observation lasting at least 30 minutes. At least one day prior to the TAT Team meeting, all members of the team should be provided a copy of the following items: 1) TAT Referral/ Behavioral Checklist and 2) Student

Observation Form. TAT Team members should come to the TAT Team meeting prepared to discuss concerns and strategies.

Who attends a TAT meeting?

- TAT Chairperson
- Concerned teacher
- School Administrator
- Resource teacher
- Elementary teacher
- Middle school teacher
- Current teacher(s) of student

When does the TAT meet?

The TAT team will meet on Wednesday or Thursday from 3:15-4:00 when a student is referred to TAT. Teachers are expected to follow up by email with the TAT chairperson about results of interventions/data. The TAT team will determine if the original plan should continue, be modified or redesigned, or begin to fade. If the TAT team decides the interventions are unsuccessful, the pre-referral checklist and referral process should be completed.

**B. Referral Procedures**

Before a student is referred for an evaluation to diagnose a disability affecting school achievement, the TAT process should be completed. If interventions do not produce positive changes or if there are suspicions of a disability, the referring teacher should begin the referral process to the parent.

In addition to teachers, parents can also refer their child to the teacher for the Pre-Referral Process. If a teacher receives a referral from a parent, he/she is responsible for initiating a TAT meeting. ***A Psychological Evaluation by itself and or the presence of a disability does not automatically qualify a student for special education services or classroom accommodations.*** The disability must have a direct impact on the student's educational performance. School administrators may refer a student for evaluation without going through the pre-referral process, if the administrator deems that it is appropriate and in the student's best interest to be evaluated more expeditiously. The school administrator must meet with the parents to discuss the concerns and the need for an expeditious evaluation.

At the referral meeting, the TAT team will discuss the reason for referral, student data, strengths and weaknesses, prior interventions and parent input. Possible outcomes include further observation and follow up, in house screenings, or recommendation for private or public school evaluation. If the TAT team determines that an educational or psychological evaluation is needed for a student, the parent will be informed of the testing options available; a private evaluation or public evaluation.

**C. Private Evaluation**

If the parents choose to have their child tested by a private evaluator at their expense, the parent should sign an Authorization for Release of Information giving consent for the school to release information about the student to the evaluator. The evaluator may ask for information regarding the student's classroom work, grades,

behaviors, and standardized test scores. The evaluator should also be given information regarding the classroom teacher's intervention and strategies that have been tried and the result of those interventions. Upon receipt of the evaluator's report, Saint May's will meet as a team to consider the report and discuss the findings as they relate to student performance in the classroom. If a disability is noted and the committee feels the disability is impacting the student's ability to learn, the committee must write a Student Accommodation Plan (SAP) to document modifications and/or accommodations needed to assist the student in accessing the SMCS Curriculum.

**Or**

#### **D. Public School Evaluation**

In Virginia, anyone can make a referral to the public schools for evaluation. A request for a Child Study Meeting (Child Find in some localities) is made to the public school the student would attend if enrolled in public school. For those students who live outside the school district boundaries, follow the procedures set up by the local public school district.

In addition to completing the referral form, the classroom teacher will provide copies of work samples, standardized test scores, and grades. The referral will contain specific information about difficulties the student is experiencing, accommodations and/or modifications tried and the result of those interventions. Public schools have 10 business days following the receipt of the referral to convene a Child Study Committee to determine if evaluation is necessary. The parents must be invited and Catholic school representative should be invited to this meeting. The Virginia public schools have 65 business days from the date of referral to the special education administrator to complete the testing and hold the eligibility meeting. The parents must be invited and a Catholic school representative should be invited to the eligibility meeting. If a student is found eligible for services, the public school will offer the student an Individualized Education Plan (IEP). If the student remains at SMCS, he/she will decline the IEP and request a Student Accommodation Plan (SAP) be written. SMCS will then meet with the parent and inform them of what accommodations on the SAP can be administered.

**Accommodations** permit students to be assessed on the same curriculum at the same grade level as the rest of the students. They do not change the validity of the curriculum/assessment. They level the playing field. Accommodations can be made in setting/environment, presentation, response, timing/scheduling, instruction, and behavior.

**Modifications** change the content or instructional level of subject matter or tests. They permit students to be assessed on different curriculum at a different grade level than the rest of the students. Results should be interpreted in light of the modifications.

#### **E. Student Accommodation Plan (SAP)**

A Student Accommodation Plan (SAP) may be written if the Catholic school will NOT provide direct services, however the student's learning needs can be met with accommodations within the Catholic school setting. The SAP identifies the diagnosis and justification for accommodations that the student needs in order to have the opportunity for maximum success in the SMCS Curriculum. If the student is found to have a qualifying diagnosis, a Student Accommodation Plan (SAP) may be written to document accommodations to be carried out in the Catholic school and support provided by the student's parent(s)/guardian. Accommodations permit students to be assessed on the same curriculum at the same grade level as the rest of the students. They do not

change the validity of the curriculum/assessment. They level the playing field. Parental Support is vital to any student's success. Parent Supports are specifically outlined in the Student Accommodation Plan. If the parent fails to provide the supports outlined in the Student Accommodation Plan, the school reserves the right to negate the Student Accommodation Plan and/or enrollment of the student in the school.

### **F. Standardized Testing Accommodations**

Standardized tests provide valuable information to parents, teachers, and administrators about individual student progress. Students who have a Student Accommodation Plan (SAP) which specifies testing accommodations, will be permitted to have those specific accommodations for any standardized test. **Accommodations made for standardized testing, must be accommodations used daily within the classroom setting. No accommodations may be made for standardized tests purposes only.** If upon registering a student, the parent discloses that a 504 or IEP plan exists from the previous school, SMCS will review the plan to determine if the accommodations can be reasonably implemented. If the accommodations cannot be made at the Catholic school, a Student Accommodation Plan should be developed to document what accommodations can be reasonably implemented. If the parent did not disclose that a 504 plan existed from the prior school, there is no obligation to implement the accommodations. The principal and teachers may want to consider referring the student to the TAT Team to identify strategies that may assist the student in classroom success. **Our current standardized testing tool (Scantron) is untimed. The Catholic Diocese of Richmond has requested the Math section of this test that no calculators be accessible as an accommodation.** If the Diocese stops administering the Scantron Performance Series test, we will then re-evaluate the use of calculators.

### **Confidential Records**

Records related to students with special needs should be kept in the student's **confidential file**. In accordance with Diocesan Policy STUDENT CONFIDENTIAL RECORDS. A student confidential file is kept if information in addition to the student's **cumulative file** is maintained. A confidential, file contains special education records, psychological reports, disciplinary records, anecdotal information, or reports by the guidance counselor and is kept within the cumulative record. Records from a special education program are retained indefinitely. Information contained in the confidential file may not be released without a signed Authorization for Release of Information.

### **Grading**

It must be indicated on the student's report card when the student has received modifications and/or accommodations to their academic instruction and/or evaluations. It should also be documented if a student is working below grade level.

### **F. International Baccalaureate**

Services at Saint Mary's Catholic School are provided based upon the individual needs of the student as outlined in their Student Accommodation Plan (SAP) or testing. To qualify for an SAP, a student must have documentation of an educational need and/or other health impairment, including attention deficit. Documentation must be provided to Saint Mary's Catholic School by a credentialed medical, psychological, or educational professional. All students within the International Baccalaureate (IB) program that have documentation or an SAP will receive accommodations based on their individual needs.

## **Educational Forms**

1. Common Pre-Referral Intervention Strategies
2. TAT Pre-Referral Checklist
3. Intervention/Strategies Results Data Sheet
4. Student Observation Form
5. Saint Mary's TAT Meeting Notes/Summary Form
6. Teachers Assisting Teachers (TAT) Referral Form/ Behavior Checklist
7. Student Accommodation Plan (SAP)

**Saint Mary's Catholic School**  
**Common Pre-Referral Intervention Strategies**

A. Adjust the presentation and/or material

1. Break large assignments into smaller tasks
2. Relate information to the student's experiential base
3. Introduce one concept at a time
4. Provide students with an overview of the lesson (tell students what they should expect to learn and why.)
5. Have objectives written on the board.
6. Monitor the level of the language you use. Are you using vocabulary and complex sentences that are too advanced?
7. Schedule frequent short conferences with student to check for comprehension
8. Provide consistent review of any lesson BEFORE introducing new information.
9. Allow student to obtain and retain information using assistive technology: cassette/tape recorder, dictation to a scribe, calculators, computers, word processor, laptop, etc.
10. Highlight important concepts to be learned in text or material (color code key points; outline; study guides)
11. Space practice and drill sessions over time.
12. Monitor the rate at which you present material (Do you talk too fast or give too much material at one time?)
13. Give additional presentations:
  - a. Repeat original presentation
  - b. Provide simpler more complete explanation
  - c. Give additional examples
  - d. Model skills in several ways
14. Provide additional guided practice
  - a. Require more responses
  - b. Lengthen practice sessions
  - c. Schedule extra practice sessions
15. Make consequences positive
  - a. Increase feedback
  - b. Provide knowledge of results
  - c. Chart performance
  - d. Reward approximations
  - e. Give incentives to begin and complete
16. Recognize and give credit for student's oral participation in class
17. Make arrangements for homework assignments to reach home with clear concise directions
18. Assign tasks at the appropriate level (low reading or difficulty level)

**\*\*\*Homework should be at an independent level not a frustration level.\*\*\***

19. Give tests orally

20. Avoid large amounts of written work (both in class and homework)
21. Allow student to choose manuscript or cursive – whichever is easier
22. Set realistic and mutually agreed upon expectation for neatness
23. Let student type/record or give answers orally instead of writing (this should be done for a limited time before referring a student for evaluation)
24. Encourage accuracy over speed
25. Provide student with copy of lecture notes produced by teacher or peer
26. Reduce amount of copying from board. Provide student with copies of information
27. Keep written assignments and workspace free from extraneous/irrelevant information
28. Worksheets should be clear and well defined
29. Go over visual tasks with student and make sure student has a clear understanding of all parts of the assignments BEFORE beginning
30. Avoid having student copy from the board (provide a copy of the material)
31. Give written directions to supplement oral directions
32. Avoid the use of abstract language (metaphors/idioms/puns/etc.)
33. Familiarize the student with any new vocabulary before the lesson. Make sure the student understands and can use the vocabulary in daily conversations.
34. Alert student's attention to key points with phrases such as,

“This is important;” “Listen carefully; you will see this information again.”

35. Utilize visual aids to supplement verbal information (charts/graphs/pictures/etc.) can be used to illustrate written and spoken information
36. Utilize manipulative hands on activities whenever possible;  
Establish the concrete experience BEFORE teaching more abstract concepts
37. Always demonstrate to student how the new material relates to material student has previously learned

#### B. Adjust the environment

1. Use study carrels
2. Use proximity seating
3. Seat student in area free from distractions
4. Let student select the place that is best for the student to study
5. Help keep student's space free of unnecessary materials
6. Use checklists to help student get organized
7. Use notebook/folders/binders for organized assignments, materials, and homework
8. Provide opportunities for movement

#### C. Adjust time demands

1. Increase time allowed to complete assignments/tests
2. Reduce amount of work or length of tests (as opposed to allowing more time)
3. Teach time management skills (Use checklists, prioritizing time)
4. Space short work periods with breaks or change of task



5. Set up a specific routine and stick with it.
6. Alternate quiet and active time (short periods of each)
7. Give student a specific task to perform within specific time limits
8. Adjust the materials

#### D. Organizational Adjustments

1. Establish daily routine and consistently maintain it
2. Develop clear rules. State what you want the student *to do*, not what you *do not* want them to do
3. Consistently enforce the rules
4. Contract with the student using a reward for completion of the contract
5. Use notebook with organized sections such as assignments due, homework, schedule, calendar, study guides, class notes
6. Color code and coordinate notebook/textbook/folder – all science is green, all English is orange. Put a mark on papers handed out to correspond with the color of the folder in which the paper should be stored.
7. Avoid cluttered crowded worksheets by utilizing:
  - a. Blocking – blocks assignments into smaller segments
  - b. Cutting – cut worksheets into sections and place one problem into each section
  - c. Color coding, highlighting, underlining
8. Hand out written assignments with expected dates of completion typed or written on one corner
9. Establish a place for students to turn in assignments: folder/tray/notebook
10. Set aside a specific time for cleaning desks/lockers/backpacks, organizing notebooks/desks/etc.
11. Teach goal setting, decision making, prioritizing, and time management skills (too fast or give too much material at one time?)

**Saint Mary's Catholic School  
TAT Pre-Referral Checklist**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

- \_\_\_ 1. I have assembled samples of the student's work relevant to the behavior/skill in question.
- \_\_\_ 2. I have observed the behavior/skill in question and have notes/records of my observations.
- \_\_\_ 3. I have had at least one informal conversation with a colleague (student's former teacher, grade partner, resource teacher or administrator) to brainstorm ideas that might solve the problem.
- \_\_\_ 4. I have contacted the student's parent(s) in regard to the behavior/skill in question and I have documented these contacts on the Referral Form.
- \_\_\_ 5. I have asked the parent(s) basic questions about vision, hearing, sleep habits, and diet to insure that none of these are related to or the cause of the problem behavior/skill. I have documented these questions/responses.
- \_\_\_ 6. I have suggested to the parent(s) some simple things they can try at home to alleviate this problem behavior/skill (such as supervising homework, simple behavior management strategies, talking to the student about classroom rules, discussing night time routine, etc.) I have documented these suggestions.
- \_\_\_ 7. I have implemented and documented interventions. These interventions have been applied consistently for \_\_\_\_\_ weeks and documented.
- \_\_\_ 8. I have completed and submitted the Saint Mary's Catholic School Referral Form to the TAT team. This will insure my student is added to the meeting schedule for discussion at the next available time slot

I have reviewed and completed this checklist.

Saint Mary's Teacher's Initials: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Information**

- \*\*If an informal screening is recommended, a permission form will be sent home for parent signature.
- \*\*Once screening is complete, the teacher will receive a copy of the results and parents will be informed either in writing or by appointment of the results.
- \*\*If professional educational and/or psychological assessment is recommended, the TAT Team will give that recommendation to the parents.



## Saint Mary's Catholic School Student Observation Form

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_  
 DURATION OF OBSERVATION: \_\_\_\_\_ TIME OF OBSERVATION: \_\_\_\_\_  
 OBSERVER: \_\_\_\_\_  
 ACADEMIC SUBJECT & ACTIVITY OBSERVED: \_\_\_\_\_

STUDENT'S LOCATION IN CLASS: \_\_\_\_\_

Observation is of student's skills/behaviors in comparison to peers, NOT an observation used to evaluate teaching techniques.

Time	Antecedent/Stimuli/Situation	Observed Student Behavior

**Compare this student's performance with that of the majority of the other students in the class.**

How the student works:	faster	slower	about the same
Focus & attention span:	longer	shorter	about the same
Activity level of the student:	more active	less active	about the same
Language skills:	stronger	weaker	about the same
Level of interest:	higher	lower	about the same
Level of frustration:	higher	lower	about the same
Emotional/social maturity:	very mature	immature	about the same

**Description of classroom** \_\_\_\_\_

Type of activity: \_\_\_\_\_

Room arrangement: \_\_\_\_\_

\_\_\_\_\_

Types of visual distractions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Types of auditory distractions: \_\_\_\_\_

\_\_\_\_\_

**Description of instruction**

Student expectations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Materials used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*\*\*Attach work samples completed by the student during this observation period.\*\*\***

**Saint Mary's Catholic School  
TAT Meeting Notes/Summary Form**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Referring Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Has Pre-Referral Checklist been completed?** \_\_\_\_\_

**Student Date of Birth:** \_\_\_\_\_ **Date of Referral:** \_\_\_\_\_

**Reason for Referral:** \_\_\_\_\_

**Student Data:** (report card grades, test/quiz grades, Scantron scores, etc.)

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**Strengths:**

**Weaknesses:**

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**Parent Input:** (Are parents aware of the problem or concern? Have you had a conference/phone discussion, etc.?)

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**Date parent(s) notified of referral:**

**Notification Method:**

**Prior Intervention:** (small group instruction, pullout, one on one, alternative strategies, etc.)

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**Summary:** (leave blank to be filled out at referral meeting)

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**Next Steps:**

Parent Consent sent home?

Follow up meeting date:

**Follow up Meeting Notes:** (leave blank to be filled out at eligibility meeting)

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Was the student found eligible to receive Services?

If yes, indicate areas of need for specialized instruction.

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If no, indicate next steps to be taken to support student learning.

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**Signature Position Date**

Principal	
Assistant Principal	
Resource Teacher	
Classroom Teacher	

**Saint Mary's Catholic School**  
**Teachers Assisting Teachers Referral Form/ Behavior Checklist**

Student's Name: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Referred by: \_\_\_\_\_

Date of Parent Contact: \_\_\_\_\_

Specific Reason(s) For Referral:

Is this student receiving tutoring/outside services? \_\_\_\_\_

How long has the student been receiving these services? \_\_\_\_\_

How often does the student receive these services? \_\_\_\_\_

Current medical conditions/diagnoses: \_\_\_\_\_

Current medication(s): \_\_\_\_\_

**\*\*\*Supply work samples and/or any applicable notes and records for review during TAT meeting.\*\*\***

Based on your observations, evaluate the student in comparison to other students in the same grade by checking frequently observed behaviors by writing an X next to items that apply.

**LISTENING COMPREHENSION:**

Difficulty understanding spoken language

Difficulty following verbal directions

**ORAL EXPRESSION:**

Difficulty expressing thoughts and ideas

Limited spoken vocabulary

Responds to questions but gives unrelated answers

Delayed language development

**READING:**

Difficulty with letter/word recognition

Guesses words

Slow/constant sounding out words

Difficulty with reading comprehension

Difficulty remembering meaning of subject vocabulary

Difficulty following written directions

Difficulty drawing conclusions; what, where, when, who, why

Difficulty reading out loud

Difficulty reading silently

Difficulty sequencing events



WRITTEN EXPRESSION:

- Difficulty with spelling
- Difficulty with writing speed
- Difficulty completing written work
- Difficulty with punctuation
- Difficulty with writing sentences
- Difficulty organizing sentences and ideas into meaningful paragraphs
- Weak written skills (mechanics/ grammar)

SPEECH:

- Stutters
- Difficulty with articulation
- Unusual voice quality

MATHEMATICS:

- Difficulty with number recognition
- Difficulty with number concepts
- Difficulty with basic operations
- Addition
- Subtraction
- Multiplication
- Division
- Difficulty understand place value
- Difficulty solving word problems

DISCRIMINATION:

- Difficulty discriminating letter symbols
- Difficulty discriminating letter sounds

MEMORY:

- Difficulty remembering what is seen
- Difficulty remembering what is heard
- Difficulty retaining information over a period of time

VISUAL SKILLS:

- Difficulty with small/fine motor tasks
- Difficulty with paper/pencil tasks
- Difficulty copying from the board
- Difficulty attending to visual presentations
- Difficulty keeping place on page
- Difficulty skimming/scanning for

INTERACTS EFFECTIVELY IN THE FOLLOWING SETTINGS:

- One on one
- Small group
- Whole class
- Teacher directed activities
- Independent work
- Recess/play activities
- Quiet time
- Lunch
- Structured free time

INTERACTS WELL WITH:

- Peers
- Adults
- Older children
- Younger children

RESPONDS WELL TO:

- Praise
- Consequences
- Positive reinforcement
- Constructive criticism
- Parent contact

ADDITIONAL

COMMENTS/CONCERNS:

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# Saint Mary's Catholic School Student Accommodation Plan (SAP)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Review Date: \_\_\_\_\_

Date of most recent assessment/testing: \_\_\_\_\_

## JUSTIFICATION

Strengths	Weaknesses

## ACCOMMODATIONS

### Setting/ Environment

- Preferential seating close to source of instruction and away from distracting stimulation
- Tests may be taken in alternate, non-distracting setting
- Permit student to sit near a peer helper

### Presentation

- Permit the use of a multiplication table when not routinely used (except when objective is compromised)
- May listen to novels/textbooks on tape/CD when available
- Shorten assignments while still covering the same content (bottom half, even or odd only) OR extended time to complete assignments, quizzes, & tests (50% more time)
- Simplify and clarify concepts, questions, and directions when requested by student
- Provide opportunity for student to respond orally on assignments, quizzes, or tests
- Provide opportunity for student to verbally clarify essays/short answers
- Read questions to students due to low comprehension or slow reading fluency (except for Reading)
- Provide a word bank for fill in the blank, crossword puzzles, and like assignments
- Pair auditory directions with simplified written directions

## **Response**

- Permit student to answer on test copy rather than transfer to bubble/scantron answer sheet
- Permit verbal clarification of written responses (spelling, short answer, essay)
- Permit student to produce modified essay/paragraph responses on assignments and tests (shortened responses, graphic organizers, bullet/list form, or dictated answers)
- No penalty for misspellings in content areas
- Permit student to print or type responses when not routinely permitted

## **Timing/ Scheduling**

- Permit short breaks and/or flexible scheduling during testing to stand up, move, and rejuvenate when tested in alternative setting
- Break work into smaller segments, prioritizing order of completion (written responses before coloring)

## **Instructional**

- Provide student with a readable copy of class notes for student to hand copy into notebook when requested by student (within 24 hours of material being presented)
- Provide focused study guides for test preparation
- Permit student to reevaluate work turned in to ensure accurate and complete responses (after reviewed by teacher)
- Limit copying tasks (write answers only, copy textbook pages and permit student to write on copy)
- Reduce spelling word list to include only the skill/pattern being assessed and increase number of words incrementally
- Planner check by teacher to verify student has written homework assignments completely, legibly, and correctly in student planner when requested by parent
- Verify that student has necessary homework materials

## **Behavior**

- Develop nonverbal cues (“secret signal”) to help student stay on task
- Provide a clear systematized warning to student prior to the issuance of consequence
- Permit student to stand at times while working
- Provide opportunities for legitimate movement
- Teach student self-monitoring techniques
- Permit student to use a “fidget” when it aids in the student’s ability to focus and stay on task

## **PARENTAL SUPPORT**

Parental Support is vital to any student’s success. If the parent fails to provide these supports, the school reserves the right to negate the Student Accommodation Plan and/or enrollment of the student in the school.

- Review & sign planner daily after verifying completion of homework*
- Provide a calculator for school use*
- Encourage medication as directed by a licensed medical professional*
- Participate in individualized support therapy with a licensed professional*
- Help student organize home study time and materials frequently*
- Help student develop a plan and to follow the plan to complete long term projects*
- Communicate concerns to teacher(s) in a timely manner*
- Monitor student’s progress and grades on a regular basis*
- Encourage student to wear corrective eyewear*
- Limit homework to concentrated time allocated in school handbook and monitored by parent (parent MUST indicate the amount of concentrated time on assignment)*
- Review class notes, skills, and concepts with student frequently*
- Record student’s verbal responses to homework questions exactly as stated by student with parent signature*
- Ensure student has accurately hand copied class notes into appropriate class notebook*
- Reinforce classroom topics with videos, reading material below reading level*
- Obtain tapes/CDs of literature books/novels*

**CONSENT**

The above student has presented documentation to the school and is entitled to reasonable accommodations. These accommodations are outlined in this student’s Student Accommodation Plan and will provide equal access to instruction and course content. Accommodations will vary depending on the assignment and the student’s individual needs. Accommodations should be noted on assignments in which the accommodations are utilized. Implementation of these accommodations should not compromise academic standards or course content and should be consistently delivered.

I agree to implement the appropriate accommodations and support as outlined in this Student Accommodation Plan.

<b>Signature</b>	<b>Relationship to Student</b>	<b>Date</b>
	Parent	
	Parent	
	Student (If applicable)	
	Homeroom Teacher	