



Brother Rice High School

Accommodation Guide Handbook

Brother Rice High School Accommodation Plan

Introduction

Students with a variety of learning and attentional needs are present in our classrooms. As an academic community we value diversity while we make a commitment to meet the individual educational needs of all of our students. The provision of reasonable accommodations for our special needs students relies on the collaborative efforts of our faculty and administration. Providing appropriate accommodations for our students involves offering diversified approaches to teaching and appropriate means of assessing the skills our students have acquired. To this end, the Accommodation Guide Handbook has been provided.

When a student is identified as a special needs student (through an existing IEP, ICEP, 504 or recent diagnosis), an Accommodation Guide is completed and distributed to the appropriate teachers. This Guide informs the classroom teacher of specific accommodations that allow the special needs student to have the optimum chance for success. These accommodations are similar to those granted at the college level. This is done specifically to ease the transition from high school to college for our special needs students. While most teachers provide these accommodations as part of their regular, on-going classroom management, this guide and Handbook help to formalize the communication between the student, parents, faculty and staff of Brother Rice High School.

The Handbook begins with a sample of the Accommodation Guide. An explanation of why the item may be recommended, as well as a description for each specific accommodation. Please refer to this handbook as you become familiar with the specific needs of your students.

On behalf of the administration, thank you for all you do for our students. Your commitment to their success is evident in your approach to their educational needs.

Thank you.

Robert Alberts '85
Associate Principal of Academics

**Brother Rice High School
Individual Catholic Education Plan**



Student _____ Date _____

Reason for Accommodation/Diagnosis _____

<p>Tests/Quizzes</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Student writes on tests</td> <td><input type="checkbox"/> Test outside classroom</td> </tr> <tr> <td><input type="checkbox"/> Extra time on tests</td> <td><input type="checkbox"/> Oral testing when available</td> </tr> <tr> <td><input type="checkbox"/> Prior notice of tests</td> <td></td> </tr> </table>	<input type="checkbox"/> Student writes on tests	<input type="checkbox"/> Test outside classroom	<input type="checkbox"/> Extra time on tests	<input type="checkbox"/> Oral testing when available	<input type="checkbox"/> Prior notice of tests	
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<input type="checkbox"/> Extra time on tests	<input type="checkbox"/> Oral testing when available					
<input type="checkbox"/> Prior notice of tests						
<p>Organization</p> <p>This is a topic that counselors cover with all Freshmen, in classroom guidance and individual counseling. All students are encouraged to use their assignment notebook/planner to keep track of their homework assignments. All students and parents have access to our online portal to check student grades and assignments given for each class.</p>						
<p>Environment</p> <p><input type="checkbox"/> Preferential seating when available</p>						
<p>Behavior Management/Support</p> <p>All teachers are encouraged to use best practices in their classrooms regarding behavior management such as regular feedback to student behavior, positive reinforcement, and cueing expected behavior.</p>						
<p>Instructional strategies</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prior notice for oral reading/presentations</td> <td><input type="checkbox"/> No oral reading</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> In-house tutoring services (Catapult, peer tutoring, extra assistance from teacher)</td> </tr> </table> <p>All teachers are encouraged to use best practices in their instructional strategies such as oral reminders, provide models, visual reinforcement, visual reminders, offer concrete examples, review directions, and have student restate information.</p>	<input type="checkbox"/> Prior notice for oral reading/presentations	<input type="checkbox"/> No oral reading	<input type="checkbox"/> In-house tutoring services (Catapult, peer tutoring, extra assistance from teacher)			
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This is not a legal document. Although Individual Catholic Education Plans are designed to meet the unique needs of students who face certain challenges, they do not guarantee superior or even passing grades. Brother Rice does not provide Special Education Services or educational modifications.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Assistant Principal's Signature _____ Date _____

Counselor's Signature _____ Date _____

Accommodation Guide provided to teachers on: _____ (Date)

Tests/Quizzes

- Student writes on tests
- Extra time on tests
- Prior notice of tests

- Test outside classroom
- Oral testing when available

Student writes on tests

Allowing students to write on tests provides them with the opportunity to organize their thoughts. Some students develop mnemonic devices while studying, and if they have the opportunity to write these mnemonic devices on the test it will aid them with organizing their answers. Also, for matching and multiple choice tests, putting a line through discarded or used choices will also help their test-taking.

Extra time on tests

Some learning disabled students process information slowly. As a result, the amount of time it takes these students to complete a test is longer than for typical students. If a student requires extended test time, please see the Assistant Principal for Academics for alternatives.

Test outside classroom

Many learning disabled students are easily distracted and benefit from a distraction-free environment while testing. As with other testing accommodations, individual arrangements can be made through the Assistant Principal for Academics.

Oral testing when available

For students with a reading and/or written language disability, having the test administered orally allows for the student to demonstrate his mastery of the material while removing the source of the disability. As with other testing accommodations, the arrangements can be made through the Assistant Principal for Academics.

Prior notice of tests

Test anxiety is very real for some learning disabled students. Allowing students prior notice of a test can help alleviate some of this anxiety. However, if a pop quiz is part of your curriculum, let students know in a general way that there is a possibility of a pop quiz for certain areas. For instance, if you intend on giving pop quizzes for vocabulary words, let students know in the beginning of the year that this is a possibility.

Environment Preferential seating when available**Preferential seating**

Preferential seating may require the student to sit in the front row. This accommodation could also include a request that a student with ADD/ADHD be placed away from the windows or away from the door. A hearing impaired student should be placed in a seat most beneficial to his specific hearing needs. A student with behavioral difficulties may require special attention that would result in special seating i.e., near the teacher. Please keep in mind that if multiple students in one class have this accommodation, it will be prioritized by degree of the student's disability, request, or on a rotating basis.

Instructional strategies Prior notice for oral reading/presentations No oral reading In-house tutoring services (Catapult, peer tutoring, extra assistance from teacher)**Prior notice for oral reading/presentations**

Students with a reading disability often struggle with oral reading and presentations. They may develop anxious feelings when called upon to read orally. Knowing ahead of time that they will be asked to read or present may alleviate some of these anxieties and allow them to practice. Prepare these students ahead of time by letting them know what passage they will be asked to read or what material they will be asked to present. This gives them time to prepare.

No oral reading

For some students with a reading disorder, oral reading is best avoided. These students may stutter, have a slow reading rate, and a high anxiety level that may be very uncomfortable for the student as well as the entire class.

In-house tutoring

In addition to modifications in the classroom, many learning disabled students also require tutoring for specific classes. If you notice the student is delayed in mastering the classroom material, please be prepared to set aside time to work with that student for extra tutoring. In addition, tutoring services are available through peer tutoring with National Honor Society students. If eligible, students may also access the services of Title I classroom tutors (Catapult Program).