WHAT I WISH MY ADMINISTRATOR KNEW ABOUT REACH

Kathleen Jefferson, M.S.

Special Education

Spring Ed. Council 4/17/24
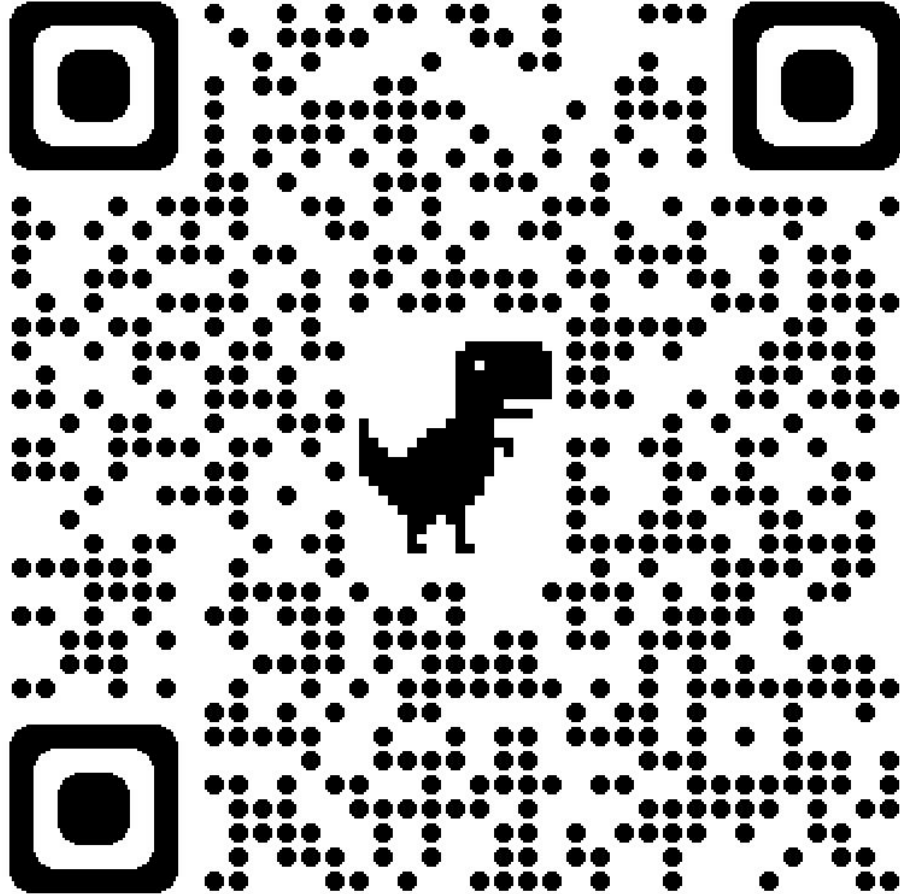
3 – 5p

Agenda

1. What is REACH?
2. REACH website and resources
3. New Student Screenings
4. REACH MAP vs. NWEA MAP
5. Accommodations vs. modifications
6. Your role in public school testing referrals
7. 504 Plans & Private Schools
8. Discussion/application

REACH
REACHING TO EDUCATE ALL CHILDREN FOR HEAVEN

Handout - Ten Things Teachers Should Know About REACH

NAD Teacher Survey

681 teachers reported having at least 1- 4 students with the following needs:

Percent of Teachers	Student Challenges:
20%	Physical
52%	Speech/language
57%	Math
64%	Processing
66%	Reading
67%	ADHD, Emotional/Behavioral
39%	Students with IEP's

REACH

REACHING TO EDUCATE ALL CHILDREN FOR HEAVEN

The REACH mission:

- To create inclusive schools

- To provide tools for the regular educator to meet the needs of students

- To serve as a resource for helping teachers feel more equipped to work with all types of learners

reach.adventisteducation.org

- Website

- Downloadable Manual

NAD REACH Advisory Committee contributes to content and updates

Representation from every NAD Union

REACH
REACHING TO EDUCATE ALL CHILDREN FOR HEAVEN

The REACH (Reaching to Educate All Children for Heaven) initiative provides teachers with resources, training, and ongoing support.

IN THE CLASSROOM	PROFESSIONAL GROWTH
REACH RESOURCES	WHAT EVERY TEACHER SHOULD KNOW

NAD Education REACH Inclusion Initiative-HD
from Adventist Education

05:02

vimeo

INCLUSION OFFERS SOME UNIQUE OPPORTUNITIES TO STUDENTS WITH AND WITHOUT LEARNING DIFFERENCES.

Providing Differentiated Instruction

Differentiated Instruction is the way in which a teacher anticipates and responds to a variety of student needs in the classroom, providing multiple access points to essential instruction.

reach.adventisteducation.org

Creating an inclusive classroom begins with a desire to help all students succeed

PLAN	ECEC	ELEMENTARY	SECONDARY

Creating an inclusive classroom begins with a desire to help all students succeed. Knowledge and skills are necessary and can be learned. Success, however, can only be achieved with a positive and willing attitude. Attitude is critical! All four areas of development—spiritual, physical, social, and academic—must be addressed in an inclusive classroom.

reach.adventisteducation.org

REACH PROCESS

Identify learner characteristics

↓↓

Do some assessments to determine st. needs

↓↓

Locate appropriate strategies

↓↓

Collaborate with parents, REACH specialist, and other professionals to try accommodations

↓↓

Document using a Measured Action Plan (MAP)

↓↓

If needed, refer student for public school or private testing

I DON'T HAVE A SPECIAL ED DEGREE…

1. REACH was created for general ed teachers
2. Use the checklists
3. Collaborate with colleagues and families
4. Create a plan and track student progress

REACH

REACHING TO EDUCATE ALL CHILDREN FOR HEAVEN

AREAS OF STRUGGLE

- Reading
- Math
- Writing
- Sustaining attention
- Behavior/self-regulation/mental health
- Social skills
- Sensory Processing
- Autism Spectrum Disorder
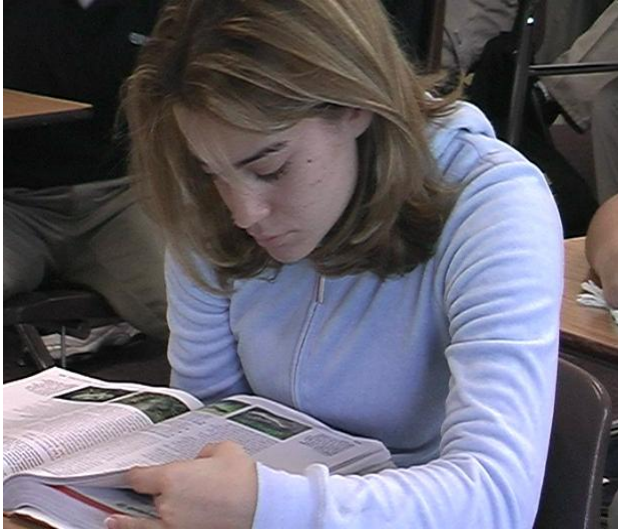
READING DIFFICULTIES

Reading

ACCELERATED LEARNER

BEHAVIOR

ADHD

MATH

READING

LANGUAGE ARTS

TESTING

GRADING

INSTRUCTIONAL STRATEGIES

📕 DOWNLOAD PDF

KINDERGARTEN

Prone to ear infections

Unusually late or early reaching developmental milestones

Delayed speech, may stutter under stress

Late in choosing dominant hand

Right/left confusion; difficulty with special concepts; gets lost easily

Struggles with gross motor activities, such as hopping, skipping, or jumping

Struggles with fine motor activities, such as tying shoes

Trouble memorizing (such as phone number, alphabet)

Mixes up sounds or syllables in long words

Difficulty differentiating between phonetic sounds

Difficulty with time sequencing; mixes up the order of events

Difficulty with directions that include more than one task

Poorly shaped letters when writing

READING CHARACTERISTICS

- Student does not like to read orally in class
- Lacks phonics skills for decoding
- Has difficulty comprehending what is read
- Loses place while reading
- Difficulty with new vocabulary

PLAN | ECEC | **ELEMENTARY** | SECONDARY

Inclusion in Elementary

Download the complete REACH Resource Manual

ACCELERATED LEARNER
BEHAVIOR
ATTENTION, FOCUSING, AND ON-TASK BEHAVIORS
MATH
READING

Reading

CHARACTERISTICS | **STRATEGIES** | RESOURCES

MORE INFORMATION

Strategy	More Information
Provide student with a "reader" or a taped copy of the text, i.e., Learning Ally	▶ 🌐
Use varying reading comprehension strategies	🌐
Avoid calling on a child to read aloud unless s/he has had time to practice the passage	▶
Teach phonemic awareness	🌐
Alter size of assignment to challenge yet facilitate success, i.e., do even questions, instead of the entire page	

REACH MANUAL

p. 52 – 84

Printable checklists

Student _____   Teacher_____

Date _____   Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Provide student with a reader or a taped copy of the text (i.e., Learning Ally*)			
Avoid calling on a child to read aloud unless s/he has had time to practice the passage			
Alter size of assignment to challenge yet facilitate success (i.e., do even questions, instead of the entire page)			
Assign questions at the end of the chapter before reading the text			
Give assignments in terms of time rather than required number of pages; set clear time limits (using a timer, watch, or other visible device)			
Have a reader work with student to mark key passages in student's text			
Find a suitable paraphrase or condensed version of the book (e.g., Shakespeare Made Easy)			
Utilize audio books			
Provide a study guide; orally review key points			
Teach students to outline/map stories			
Provide students with a purpose to read			

READING STRATEGIES

1. Do not ask student to read orally in class, unless they practice in advance
2. Have student read comprehension questions before reading a passage
3. Teach with a Structured Phonics Program (SOR)

    ➢ Phonemic Awareness - Heggerty.org
    ➢ Saxon Phonics – Heinneman (K-2)
    ➢ Unlocking the Reading Code by Trish Martin (K-8)
    ➢ Fundations – Wilson Language (K-3)
    ➢ Secret Stories - Katie Garner (K-6)

Spelling – Use c or k?

__c__ luff

__k__ evway

__c__ ommack

s__k__ imper

__c__ ustled

__c__ asmeric

Use c if followed by
   a
   o
   u
   consonant

Use k if followed by
   e
   i
   y

ge or dge or j

ge after long vowel   huge, cage, sage

dge after short vowel   judge, budge, badge

j at beginning or middle;   English words do not end with j
                use ge or dge at end

What is the purpose of e after g for "j" sound?

manage   manageable
package   packaged

replace   replaceable

ADDITIONAL READING STRATEGIES

4. Provide supports - Franklin Speller, NCR Paper, Reading Pen

5. Learning Ally - Audio Textbook- MP3 files

6. Understanding Dyslexia: A Guide for Educators video
http://reach.adventisteducation.org/what-every-teacher-should-know/understanding-dyslexia/

MATH DIFFICULTIES

Math

📄 DOWNLOAD PDF

Has difficulty recognizing numbers

Struggles to solve addition problems

Struggles to solve subtraction problems

Struggles to solve multiplication problems

Struggles to solve division problems

Does not remember math facts

Has difficulty solving story problems

Works math problems from left to right

Struggles to demonstrate knowledge of place value

Struggles to change from one math operation to another

Struggles to do regrouping
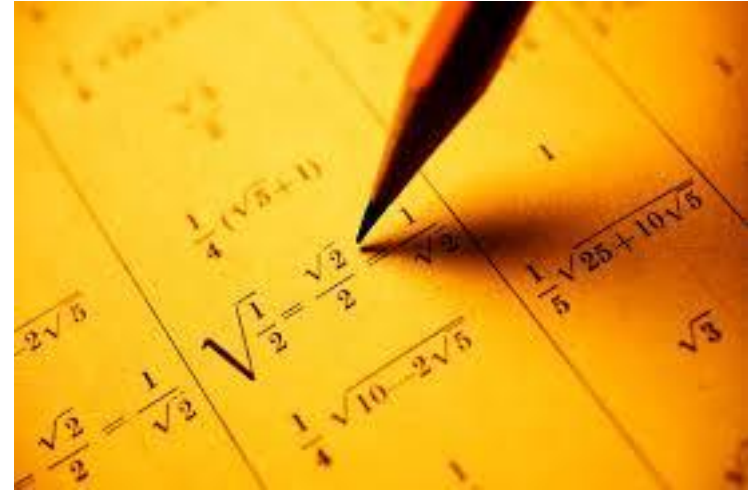
Struggles to keep numbers in columns

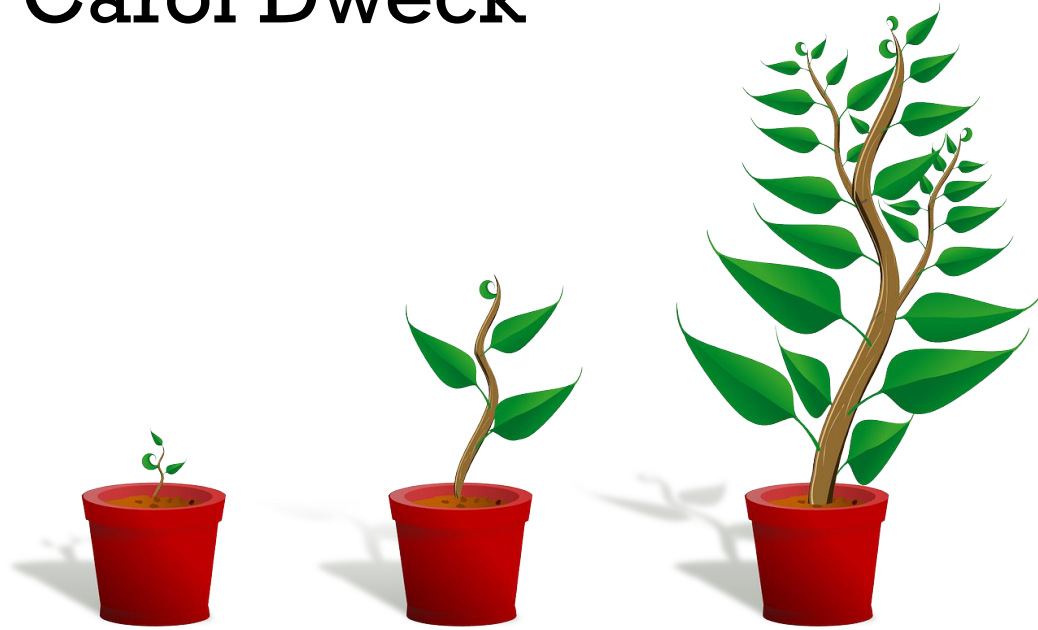# MATH CHALLENGES

- Memorizing math facts
- Solving word problems
- Sequences of steps
- Written organization to solve problems
- Fractions/decimals
- Money/Measurement concepts (time & space)

POTENTIAL BARRIERS TO LEARNING…

✓ Working memory

✓ Attention

✓ Processing speed

✓ Language processing

✓ Vocabulary knowledge

✓ Concept formation

Carol Dweck

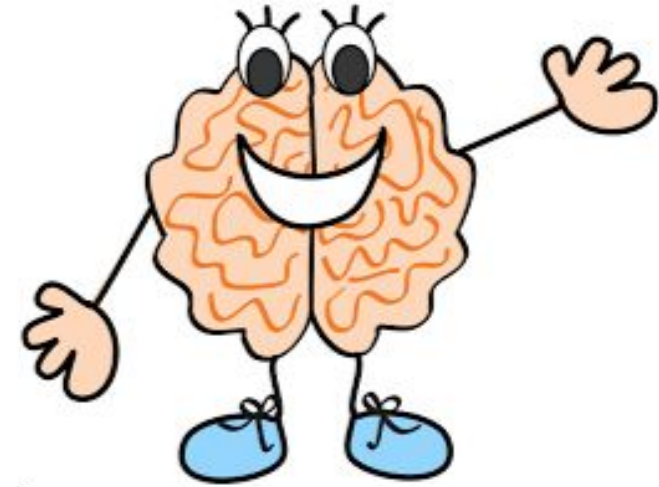GROWTH MINDSET   vs   FIXED MINDSET

GROWTH MINDSET RESULTS IN...

* Significantly more academic gains

* Makes mistakes more comfortable

* More mistakes result in significantly more learning and ultimately more success over the lifetime

Dr. Jo Boaler, Stanford University

Building the "Roads"

MATH STRATEGIES

- Teach key words & math vocabulary

- Build conceptual understanding with manipulatives & activities first!

- Build basic fact knowledge - don't give up on memorizing!

  - TimesTales.com
  - Rhymes-n-Times
  - Kim Sutton math fact fluency - Drills to Thrill
  - Marcy Cook Math

MATH STRATEGIES

• Provide immediate feedback as much as possible!
    • Whiteboard practice, do 3 then check with me,

• Graph paper for written organization

• Build basic skills over time - weave in continual practice

• Technology – ALEKS Math, IXL, Khan Academy, Splashlearn, Youcubed.org

• Try open-ended math tasks to build interest and confidence (www.youcubed.org) Show how math applies to real life!

What every teacher should know

| MANUAL | MAP | DYSLEXIA | TERMS | APPROACHES |

ASSESSMENT | GRADING AND REPORTING

STRATEGIES AND MODIFICATIONS

Creating an inclusive classroom begins with a desire to help all students succeed. Knowledge and skills are necessary and can be learned. Success, however, can only be achieved with a positive and willing attitude. Attitude is critical!

WHAT IS A MAP (MEASURABLE ACTION PLAN)

- Documentation
- Tracking Progress
- Communication tool for parents and other professionals
- Pre-referral Intervention documentation
- Response to Intervention - (RTI) Tiered Intervention

MAP FORM

REACH TEAM PROCESS

Measurable Action Plan (MAP)

Student's Name:	Jim Jones	Grade:	12	DOB:	2/3/00	Age:	
Teacher's Name:	Ima Teacher	School:	Walla Walla Academy				
Parents' Names:		Address	Washington			Plan Date:	

Add phone # and email address:

Background Information:

Jim has glasses. He has had support during his elementary and high school years. This is his first year at Walla Walla Academy.

Strengths:

Jim is a hard worker. He is friendly and outgoing. He has a very pleasant, cheerful personality. He enjoys automotive and manual labor. He is a very auditory learner and hands-on.

Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

Jim functions at a fourth-grade level academically. He reads at the middle of fourth grade and his writing skills are at the middle of second grade. Math is at the seventh-grade level. He has been in Sylvan Learning Center's program and had other phonics/reading training. He tends to skip classes and /or be tardy.

Notes and Reflections:

Student: *Jim Jones*		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
World Literature	*Audio Textbook Use voice activated computer software to type his papers. Graphic Organizers Exams to be given orally*	*Improved attendance Authentic Assessments to access grade level material and show learning*	*6 weeks*	*Mrs. Jackson*
Bible	*Reduce writing assignments Steps to Christ in audio format Oral Exams Community Service Project*	*Improved attendance Community Service Project for Spiritual, Collaborative Group and Service Learning Outcome*	*6 weeks*	*Chaplain Palmer*
Government	*Hands-on projects Audio Textbook Oral Exams Reduced amount of written work Graphic Organizers Extended time*	*Improved attendance Performance Assessments to access grade level material and show learning*	*6 weeks*	*Mr. Bryant*

Resources Required: *Audio Textbooks, voice activated computer software*

*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

Team Members Present Signatures:

Teacher   _____   Parent   _____

Administrator   _____   Student   _____

Other   _____   Other   _____

Date   _____

ADVENTIST EDUCATION
Journey to Excellence 2.0

Seventh-day Adventist Church
NORTH AMERICAN DIVISION

North American Division
Office of Education
9705 Patuxent Woods Drive
Columbia, MD 21046
Ph.: 443-391-7200
Fax: 443-259-4887
Email: evelynsullivan@nadadventist.org

Student Name: _____ **School:** _____ **Grade:** _____

Date of Birth: _____ **Age:** _____ **Date:** _____

Describe the nature of the concern, including testing results if available:

Check the accommodations that may help the student become more successful in the classroom.

Lesson Presentation:
- ☐ Pair student to check work
- ☐ Provide peer tutoring
- ☐ Provide peer note taker/copies of notes
- ☐ Vary activities within lesson
- ☐ Provide written outline
- ☐ Student orally reviews key points
- ☐ Teach through multi-sensory modes
- ☐ Textbooks in audio format
- ☐ Give oral and written directions
- ☐ Highlight keywords in written directions
- ☐ Write key points on board
- ☐ Provide visual aides
- ☐ Check for understanding of directions
- ☐ Break presentation into segments
- ☐ Allow student to record lesson
- ☐ Alert to directions
- ☐ Give one direction at a time, check for understanding
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Test Taking:
- ☐ Allow open book exams
- ☐ Give take-home tests
- ☐ Read items to student
- ☐ Provide a review sheet or study guide
- ☐ Give only one major test a day
- ☐ Provide a word blank for fill-in-the-blank questions
- ☐ Allow oral responses for essay questions
- ☐ Give a sample test in advance
- ☐ Allow a project to show knowledge instead of a test
- ☐ Give tests in alternate settings, separate room
- ☐ Read directions and test items to students
- ☐ Allow extra time for exam
- ☐ Frequent short quizzes in place of lengthy tests
- ☐ Allow brief responses or outline form for essays questions
- ☐ Adjust the number of questions they must answer
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Assignments/Worksheets:
- ☐ Extra time to complete tasks
- ☐ Reduce assignment, answer odds/evens
- ☐ Require fewer correct responses
- ☐ Allow type-written reports
- ☐ Provide electronic spell checker
- ☐ Shorten assignments to ensure success
- ☐ Change grading scale
- ☐ Allow students to dictate longer assignments
- ☐ Accept projects for major written assignments
- ☐ Simplify complex directions
- ☐ Reduce reading level
- ☐ Provide structured routine in written form
- ☐ Reduce homework assignments
- ☐ Check the first few problems for understanding
- ☐ Reduce problems on worksheets to reduce amount of visual information
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Physical Arrangement of Room:
- ☐ Seat student near teacher
- ☐ Stand near student when giving directions/instruction
- ☐ Provide flexible seating
- ☐ Avoid distracting stimuli (air conditioning, traffic, etc.)
- ☐ Seat near positive role model
- ☐ Increase distance between desks
- ☐ Provide study carrel, desk divider for quiet work space
- ☐ Other: _____

Organization:
- ☐ Provide peer assistance with organizational skills
- ☐ Daily/Weekly progress report to home
- ☐ Reward system for class task completion
- ☐ Provide graph paper for math
- ☐ Extra set of books at home
- ☐ Check assignment notebook, teacher and parent signs for completed work
- ☐ Other: _____
- ☐ Other: _____

Behaviors:
- ☐ Praise specific (targeted) behaviors
- ☐ Reward system for appropriate behavior
- ☐ Minimize negative consequences
- ☐ Increase immediacy of rewards
- ☐ Ignore minor misbehavior
- ☐ Implement time-out procedures
- ☐ Implement behavior management system
- ☐ Check backpack for necessary materials before student leaves
- ☐ Parent check backpack before school
- ☐ Teach self-monitoring strategies
- ☐ Keep rules simple and clear
- ☐ Allow short breaks between tasks
- ☐ Establish "cue" to signal student
- ☐ Set up a behavior contract with student
- ☐ Allow legitimate movement
- ☐ Provide flexible seating
- ☐ Other: _____
- ☐ Other: _____

Medication:
Medication(s): _____
Times given _____ Administered by: _____

Committee Comments (teacher and parents comments and can include student/parent responsibilities which may facilitate success of plan):

Participants in development of Accommodation Plan:

Name	Position	Date

(Aguilera/Jefferson)

My signature indicates that I was present at the Accommodation Plan meeting, participated in the discussion, and understand what was discussed. I understand that because my child attends a private school, the law under the Individuals with Disabilities Education Act requiring public schools to fulfill the recommendations for students with an Individual Education Program (IEP) or 504 Plan, does not apply. Therefore, the school cannot be held liable for not fulfilling the goals on an IEP or accommodations on a 504 Plan. However, the teachers, although not special educators, care deeply for their students and will try to accommodate for their learning needs.

REACH

Purpose is Documenting Student Support Systems

Never diagnosing

## Use descriptive language with families and on report cards - never labels

challenge to stay focused & complete assignments
needs many opportunities to wiggle and move
difficulty remembering letter sounds even with lots of practice
difficulty with pencil grip for writing

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Accommodations vs. Modifications –

Pacific Union Ed Code p. C 16-114

Accommodations change "how"

Modifications change "what"
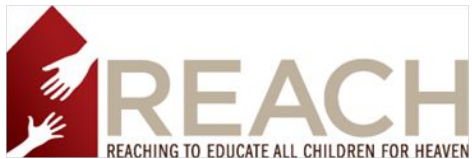
When reporting the progress of students, the following definitions must be considered:

A. Accommodations are any variation in the educational environment or process that does not fundamentally alter the content of the course based on voted content standards.

Examples of accommodations include using alternative forms of textbooks (Braille, audio, etc.), allowing a student a different seat in the classroom, oral examinations, extra time for examinations, etc.

Students for whom accommodations are made will receive grades and credit in the same manner as students without accommodations.

B. Modifications are any variation in the educational environment or process that fundamentally alters the content of the course based on voted content standards.

Examples of modifications include changing the learning expectations, reducing the number standards to be mastered, use of aides that interfere with the independent work of the student, etc.

Students for whom modifications are made may receive report cards which indicate progress of the student toward the goals outlined in the IEP (if one exists). However, permanent school records may not indicate that a student received special education, has a disability, or received related services. Schools may, however, indicate that the student was enrolled in a different course.

For example, at a secondary school, the US History course may be listed on the transcript as a college-prep US History course for students with no modifications. For a student with modifications, the course may be listed as an Intro to US History. Difference in grading systems (letter grade vs. pass/fail) may not be based on a student's need for special services.

If a school wishes to use symbols or codes on student report cards to indicate modified learning expectations, a policy must be developed (and approved by the local conference office of education) applying the use of symbols or codes for all students and should not be used solely for students with an IEP, learning disability or modified programs.

Examples

Accommodations

- Extra time on tests or assignments
- Do odd or even numbers
- Listen to passage read (audio books)
- Allow student to answer test questions orally
- Grade on content, not spelling

Modifications

- Alternative math curriculum (different grade level to match skills)
- Reduce the number of spelling words from 20 to 10
- Reduce content student will be required to learn

NEW STUDENTS - WHAT DO YOU DO?

New student - No assessment scores or report cards available.
Use New Student Interview form
Do some form of assessment before committing to grade placement.

Check age & birthdate
WRAT 4 or 5   (gr. 3-12)
Informal Reading Inventory
Writing sample – a paragraph on topic of choice
San Diego Quick Reading Assessment (free K-12)

Gesell Developmental Observation – K-2

Be proactive to place in correct grade from the start

REACH
REACHING TO EDUCATE ALL CHILDREN FOR HEAVEN

New StudentScreenings

Check birthdays!

- Pre-K   4 years old by Sept. 1
- Kindergarten   5 years old by Sept. 1
- First Grade   6 years old by Sept. 1

New Student Screenings

WRAT 5 - Wide Range Achievement Test
  Grades 3-12
  Decoding & Comprehension
  Calculation
  Spelling

Standard Scores & Grade Equivalency

45 min.

New Student Screenings

✔ K-2   Gesell Developmental Observation

Provides insight of developmental age compared to chronological age (45 min.) Helps confirm readiness and developmentally appropriate curriculum

✔ Informal reading inventory to find reading level
    instructional
    independent
    frustration

✔ Writing Sample – paragraph on topic of choice

Student Screenings

NWEA MAP New Student Screener

- Use online MAP Test to screen unenrolled students

- There is also a Dyslexia Screener in MAP Reading Fluency

Will flag skills for targeted instruction and practice

New Student with IEP

Use New Student Interview Form with Family
If honest and share IEP check 3 things:

1. Primary and or Secondary Disability – p. 1
2. Learning Goals
3. % of time in GE and Sp. Ed. and types of services

COMPLETE FOR STUDENTS SUSPECTED OF HAVING A DISABILITY UNDER IDEA.

STEP 1 - DISABILITY

O **No Disability Identified** (Complete Step 4 **and** write "Not Eligible for Special Education Services" in the Disability section of the Conference Summary Report page.)

O **Disability Identified**

Based on the team's analysis, identify the disability(s):

Primary	Secondary		Primary	Secondary
☐ Autism(O)	☐		☐ Multiple Disabilities (M)	☐
☐ Cognitive Disability (A)	☐		☐ Orthopedic Impairment (C)	☐
☐ Deaf/Blindness (H)	☐		☐ Other Health Impairment (L)	☐
☐ Deafness (G)	☐		☐ Speech or Language Impairment (I)	☐
☐ Developmental Delay (3-9) (N)	☐		☐ Traumatic Brain Injury (P)	☐
☐ Emotional Disability (K)	☐		☐ Visual Impairment including Blindness (E)	☐
☐ Hearing Impairment (F)	☐			

PARTICIPATION IN GENERAL EDUCATION CLASSES

The IEP must address all content **areas,** cJasses, and specify if the student will participate In general physical education.

General Education with No Supplementary Aids (Specify content areas, classes, whether or not the chld will participate In general phystcal education, and *extracurricular and other nonacademic activities.)*	Minutes Per Week In Setting (Optional)
General Education with SuppJementary Alda **(as specified** In the Supplementary Aids section) (Specify content areas, classes, whether or not the child will participate Io general physical education, and *extracurricular and other nonacademic activities with supports, if applicable.)*	Minutes Per **Week** In Setting (Optional)
Special Education and Related Services within the General Education Classroom (Specify content areas and classes In which the child will participate with the provision or special education and related services. Ust each special education and related service that will be provided during each class.)	Minutes **Per Week** In Setting

PARTICIPATION IN SPECIAL EDUCATION CLASSES/SERVICES	
The IEP must address all special education and related services.	
Special Education Services - Outside General Education	**Minutes Per Week** In Setting
	A.
Related Services - Outside General Education	Minutes **Per Week** In Setting
	B.

Educational Environment {EE) Calculation {Ages 3-5)

_____ 1. Minutes spent in regular early childhood program

_____ 2 Minutes spent receiving special education and
related services outside regular early childhood
(A+B)

Educational Environment (EE) Calculation (Ages 6-21)

_____ 1 Total Bell to Bell Minutes

_____ 2. Total Number of Minutes Outside of the
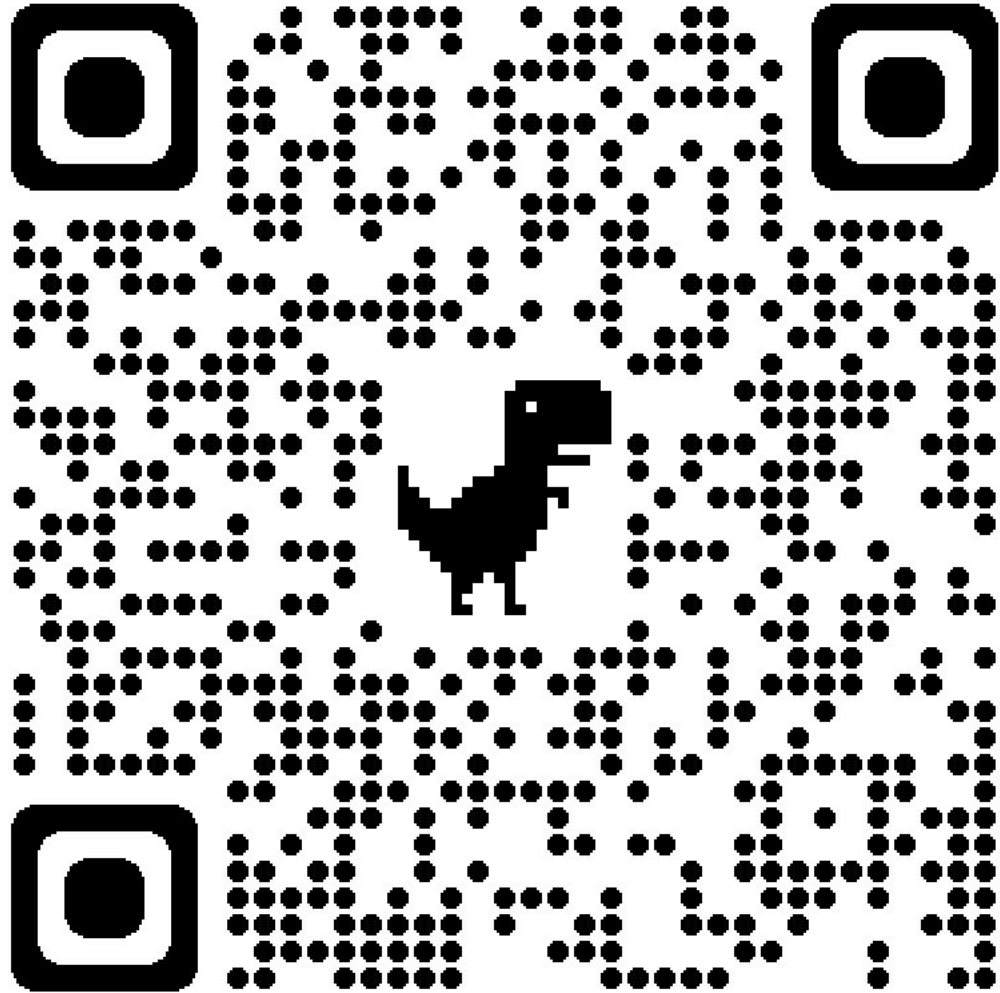General Education Setting (A+B)

SDA Schools Not Required to Implement IEP

Can use IEP to create a MAP or accommodation plan

*504 Accommodation Plan is Civil Rights Document
- Private schools need to provide minor reasonable accommodations

Link to REACH
Resource Handout

Topics include:

REACH
Assessment tools
Reading
Math

MORE TEACHER FRIENDLY READING ASSESSMENTS

Downloadable and Free online

✔ San Diego Quick Reading Assessment   (K-11)

✔ CORE Phonics Survey (K-12)

✔ Heggerty Phoneme Awareness Screening (K-3) Heggerty.org

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Referring for Public School Evaluation

IDEA Federal Sp. Ed. Law - Child Find

District must
- LOCATE
- EVALUATE
- IDENTIFY

any child with a disability in their jurisdiction

✔ Parents must request testing
✔ School must show evidence of interventions tried (MAP)

Yearly Consultation Meeting with Public School District

✔ SELPA Office of local public school district hosts meeting

✔ Meets requirements of IDEA to consult with private schools on yearly basis

✔ Look for invitation letter from SELPA Office

✔ Great way to connect with SELPA representatives and other private schools in your area. Make connections for stronger partnership with public schools.

✔ Opportunity to have a voice in how sped funding is spent based on student needs.
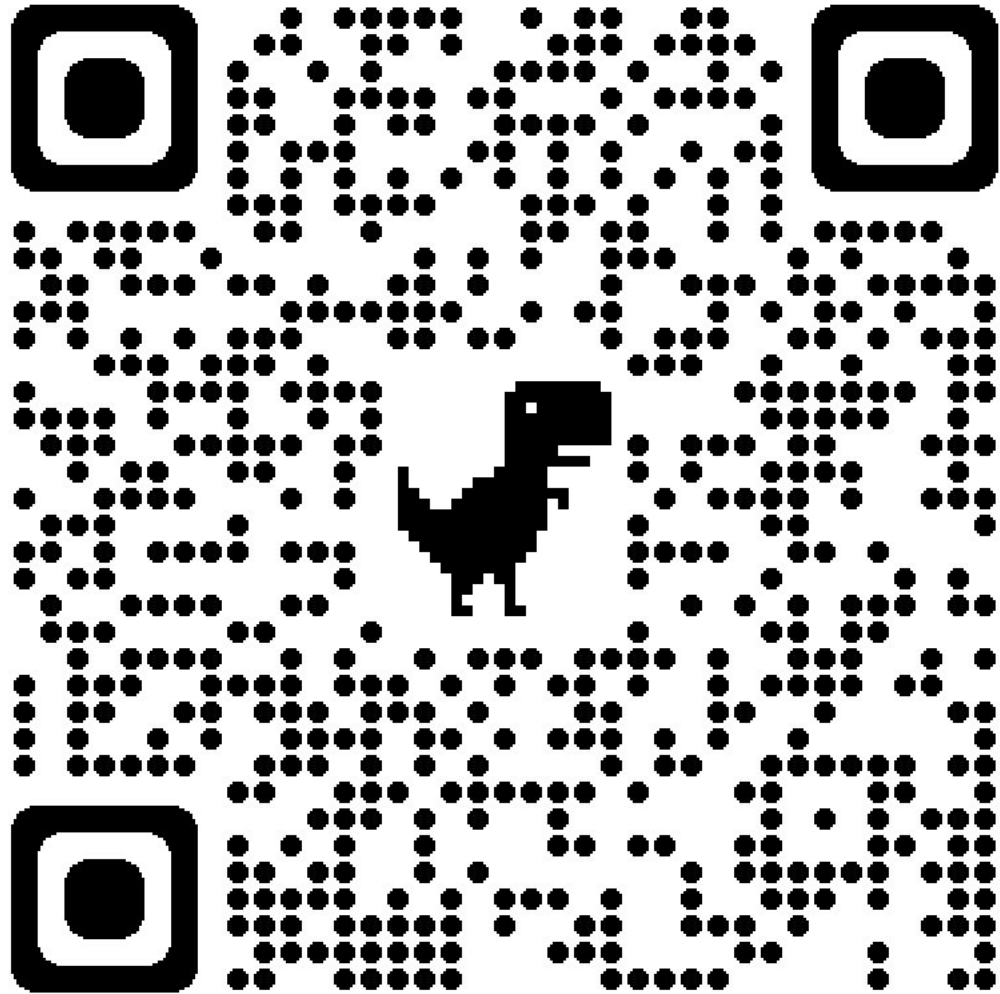
Link to REACH Resource Handout
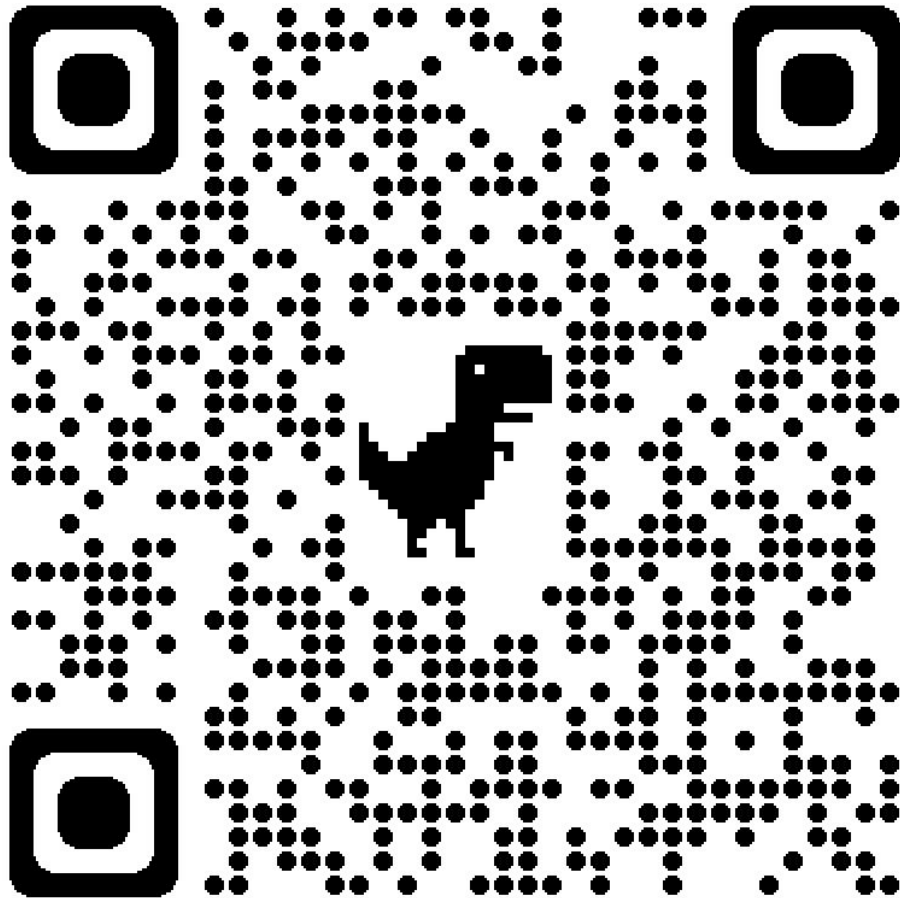
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REACH
Reading
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Math

Summary –
Ten Things Teachers Should Know About REACH

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NORTH AMERICAN DIVISION

Thank you for your leadership and investing in Adventist Education!

REACH Shop Talk Questions

1. Share how your school uses an accommodation form or the MAP form to document accommodations for students with learning challenges? Discuss effectiveness and/or challenges.

2. Where do you keep accommodation or MAP forms in your building? Cum folders? Special Ed file for students? Is there a confidential file for any student with special education paperwork?

3. How can you share the REACH website and resources with your teachers?

4. What new student screenings does your school use?

5. Share whether your school uses NWEA MAP as a student screening and usefulness of results for guiding grade placement of new students.

6. Does someone from your school attend the district yearly consultation meeting as a representative from the private schools?

7. How do you use an IEP to help determine your school's honest ability to accept a student? Is there an annual review process for students with more significant needs to determine whether they should continue at your school?