

## Academic Success Program Accommodations Defined

**Extended Time:** Allow the student up to 100% additional time on *tests* and/or *tasks*. Extended time is not to exceed 100%. This accommodation extends to both homework and classwork. For projects that span across multiple weeks, 100% extended time may not be applicable. In these cases, the teacher is advised to consider classroom scheduling and other factors that may prevent the ability to offer extended time, and any exceptions to the provision of 100% extended time should be discussed with the student in advance.

**Separate Testing Environment:** Student is provided with an alternate testing location to reduce distractibility. A “small group” testing environment may also be adequate, depending on student needs. Please provide ASP Director advance notice (one week is preferred) for an alternate testing room to be reserved. This accommodation applies to all core subjects and is generally NOT used for quizzes but rather all chapter tests, unit tests, midterms, final exams and standardized tests.

**Test Reader:** This support may be met with either a voice recording or a live reader. In most cases, this entails that a student is provided a voice recording device that vocalizes test questions and instructions. This will be specified in the accommodation plan and is the preferred method. Teachers are responsible for checking out voice recorders and recording their own tests on those devices. Devices are either kept in the principal’s office for your site or there is a site level teacher assigned to manage them for the year. Also, it is common for teachers’ aides to serve as test readers for individuals or small groups. If the student requires a live reader and no aide is available, contact the ASP Director to arrange a quiet location for the student to test with another adult. A **one week notice** for test reader request should be given. This accommodation applies to all core subjects and is generally NOT used for quizzes but rather all chapter tests, unit tests, midterms, final exams and standardized tests. If quizzes are of significant length, teachers should consider the provision of this support as they would with other exams.

**Test Corrections:** Students may opt to correct missed questions on tests scored below 70%. **Multiple choice, T/F, matching questions, and other similar question types are recommended to be reworked to maintain fidelity of testing.** Test corrections may be made up to 2 times within the grading period until a score of at least 75% is achieved. It is recommended to provide a “Request to Retest” form for students to complete (describing steps taken by the student to improve upon previous score) prior to attempting test corrections. *75% is the maximum score a student may earn for test corrections.* This accommodation applies to all core subjects and is generally NOT used

for quizzes but rather all chapter tests, unit tests, midterms or other formal, summative exams. Students must complete test corrections within one week (7 calendar days) of receiving their graded exam unless otherwise arranged with the teacher. Any subsequent test correction attempts must also be within 7 calendar days of receiving the graded exam if the student did not achieve a passing score on their first test correction attempt. Class policies that allow for “test corrections” or “test retakes” will replace this accommodation.

**Copy of Notes:** Provide lecture notes to the student in advance of the lesson unless otherwise specified in the accommodation plan. The student can be expected to engage with the lecture by making auxiliary notes or highlighting. If it is preferred, the teacher may also provide a copy of another student’s notes after class. *Please check any peer notes that are provided in lieu of teacher-created notes.*

**Privacy Carrel:** Also known as a desk partition, table/student divider, or study carrel. These three-fold partitions are used primarily for students who have high distractibility and require that environmental stimuli/distractions be minimized. This is sometimes combined with "Strategic Seating" to give a student extra space and privacy.

**Graphic Organizer:** Also known as “Advance Organizers”. The student benefits from viewing information that is organized into charts or graphs to help link and process new information.

**Assignment Reduction:** The teacher may reduce the amount of work assigned for homework or classwork. Homework reduction does not necessarily mean the student does not practice all the same skills that were taught in class as required by a homework assignment but rather that the amount of *extended* practice is limited. Any reductions with respect to workload must be agreed upon by the teacher and family.

**Request Due Assignments:** The teacher will make a direct request for due assignments if not submitted by the student at the time it is due. The student is expected to locate and produce the assignment.

**Homework Checklist:** The student maintains a weekly homework checklist that allows the teacher to indicate whether any due assignments for the day are complete or incomplete. The student is expected to take initiative to get this signed by their teacher(s). The family must also sign each day.

**Peer Mentor:** A peer mentor offers prompts, reinforcement, or a positive model of behavior and/or performance, as determined by the team.

**Oral Testing:** Student is allowed the option to display mastery of content with an oral test instead of a written exam. Oral testing is meant to either supplement or replace student responses to short answer or essay questions.

**Scribe:** Student struggles with handwriting and, to display knowledge, needs someone to write as they dictate. Teachers' aides often serve in this role. Please provide a *one week notice* if necessary to arrange for a scribe.

**Word Processing:** Student is provided access to word processing technology so that they may type their responses for tasks that require writing.

**Spell Check:** Student will be allowed access to spell check technology for assignments that require accurate spelling. No penalty is applied for errors in spelling.

**Comprehension Checks:** In order to check comprehension of instructions or content, student may be asked to repeat directives or paraphrase instruction. Whole-group responses may also be elicited (hand gestures, picture cards, white boards, etc.) to check comprehension. For all cases, it is important to check in with the student before they leave class to ensure they are clear with instruction related to any assignments.

**Written Instructions:** Provide a written copy of task instructions, preferably including ordered steps to be taken for task completion if not already provided.

**Visual Schedule:** Provide the student's daily activity schedule in the form of a strip of visual icons.

**Reinforcement Schedule:** Provide student with regular rewards for the reinforcement of expected classroom behaviors. The schedule (frequency) and type of reward will vary depending on age, maturity and grade level. These should be agreed upon by the student and teacher.

**Sensory Integration:** Student is provided with any of a number of sensory integration tools, including but not limited to sensory seats/bands, brushes, fidget devices, headgear, or weighted writing implements. Some of these resources may be provided by the school while others must be provided by the family.

**Regular Breaks:** Allow the student breaks at regular intervals. Depending on the student's needs, these breaks may be structured to take place at specified points in a lesson (ex. after completion of certain tasks) or they may be more flexible (ex. a student is allowed breaks upon request).

**Movement Breaks:** Provide opportunities for lifting/movement throughout the day and especially prior to seated tasks that require focused attention. Common class activities that incorporate movement include erasing the board, stacking chairs, passing out lunches, serving as door monitor, or gathering and distributing materials.

**Redirection:** Student attention needs to be regularly redirected. This may be a physical or auditory cue (tap on the desk, hand gesture, verbal prompt). Self-monitoring strategies are preferred when possible.

**Proximity/Preferred Seating:** Student is more successful if seated near the instructor/instruction or if they are able to arrange their own seating.

**Strategic Seating:** Student seating is directed at teacher's discretion and may be regularly adjusted on an as-needed basis. Often, it may be specified that the student is to be seated in the front row for easy visual access to the board.

**Speech-to-Text:** Student will independently access the Dragon Dictation program or some other speech-to-text application on their iPad to verbalize their thoughts. This accommodation supports students with difficulty writing and may be used for both homework and in-class assignments as agreed upon by the student and teacher.

**Chunked Tasks:** Present tasks and/or tests to students in smaller "chunked" portions. This can often be easily achieved by folding papers to present a limited number of questions at a time.

**Planner Check:** Student will present their planner to the teacher so that the teacher can initial, acknowledging that the correct assignments and due dates are written.

**Enlarged Print:** As possible, the teacher will provide print in enlarged form, including any content that is presented on the board. This is often best accomplished when using digital materials. For example, digitally administered standardized tests such as MAP include an "enlarged print" feature that may be turned on.