

Approved Classroom Accommodations

C h a r l o t t e C o u n t r y D a y S c h o o l

Accommodations: Strategies used to **bypass** a weak neurodevelopmental construct/function or academic skill.

Accommodations remove barriers presented by these weaknesses/disabilities so that a student may have equal access to the same opportunities available to a student without a weakness/disability.

Accommodations should always be utilized in ways that avoid embarrassment or stigmatization of the student.

Interventions: Strategies used to **strengthen** a weak neurodevelopmental construct/function or academic skill.

*Please refer to *Approved Classroom Accommodations Definitions* for clarification and elaboration of accommodation use in the classroom.

Presentation and Instruction Accommodations

- Provide class notes
- Repeat directions
- Present instructions and content information orally, visually (e.g. pictures, diagrams, models, maps), and in written format
- Provide study guides
- Provide outline with key vocabulary
- Break lengthy assignments into smaller components with intermediate deadlines
- Use audio books
- Give advance notice of reading assignments
- Use large print (14 pt; 20 pt) or magnifier
- Place fewer items on each page
- Utilize a reader
- Allow recording of lectures
- Use a highlighter

Response Accommodations

- Use technology for note-taking, assignments, and tests
- Allow oral responses for tests following written assessment
- Highlight answers directly in book rather than on separate sheet of paper for assignments
- Use a cover page
- Provide additional answer pages to provide more space
- Record answers in test booklet
- Use a spell-check device
- Use a grammar-check device
- Use graphic organizers
- Use a calculator
- Utilize a scribe

Setting Accommodations

- Provide preferential seating to reduce distractions
- Provide preferential seating to be near instruction
- Provide a small group setting for testing
- Utilize earphones or headphones

Timing and Scheduling Accommodations

- Allow extended time (50% more on tests and exams)
- Allow frequent breaks

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Descriptions and Rationale

Every effort is made to provide accommodations in a discreet and respectful way.

PRESENTATION AND INSTRUCTION Accommodations:

Provide class notes:

- Teacher or peer notes are provided for students with graphomotor or visual difficulties, and/or for students who struggle dividing attention while writing and listening; notes allow students better access to information presented in the classroom.
- Frequently, information from class instruction is provided on BucsNet; when this is the case, it is the students' responsibility to access these notes rather than relying on teacher or peer notes.
- Students can improve their own note-taking skills as they compare their notes to those provided by teachers, peers, or BucsNet. Note-taking may remain difficult for some students with diagnosed difficulties with graphomotor skills and weaknesses in dividing attention.
- Students are responsible for letting teachers know if/when they need notes.

Repeat directions:

- Directions generally are repeated by teachers without student request; however, if the directions are not repeated the student may request repetition.
- The repetition allows students with language processing and/or processing speed difficulties more time to understand the directions.

Present instructions and content information orally, visually (e.g. pictures, diagrams, models, maps), and in written format:

- Instructions are provided in several modalities to increase the opportunity for all types of learners to access information presented.

Provide study guides:

- Guides provide a review for students who need further repetition of information.
- They help students determine importance of information they have been processing.

Provide outline with key vocabulary:

- This provides a preview of information that will be discussed in class and gives students relevant, targeted vocabulary words to understand and "tune in to" during class discussion.
- Helps prevent students from becoming "lost" when new vocabulary is presented.

Break lengthy assignments into smaller components with intermediate deadlines:

- Generally, teachers break down lengthy assignments into smaller components and provide intermediate deadlines for the entire class.
- As students matriculate, it is expected that they will learn to set deadlines for lengthy assignments and projects for themselves; however, support and modeling (from parents, peers, tutors and teachers) may still be needed in this area for some students with planning and organizational weaknesses.

Use audio books:

- Allows students to listen to books.
- Allows students access to vocabulary and concepts above their reading ability.
- Allows students to follow along with the reader, which decreases their level of mental energy used for decoding words and assists comprehension and vocabulary development.

Give advance notice of reading assignments:

- Allows students sufficient time to complete required reading, especially when reading fluency is slow.

Use large print (14 pt.; 20 pt.) or magnifier:

- Provides visually impaired students with increased acuity
- Allows improved decoding for students with reading struggles

Place fewer items on each page:

- Creates fewer visual distractions.
- Provides increased space for written output.
- Reduces anxiety for students overwhelmed by amount of information on a page.

Utilize a reader:

- This accommodation is used only during exams.
- Allows parents to obtain a “reader” to read exams to students with diagnosed reading disabilities (this request, and the reader, must be approved by the ERP Director and Division Head).

Allow tape recording of lectures:

- Lectures or portions of lectures may be recorded via assistive technology (i.e. LiveScribe pen, iPad app, etc.) or tapes.
- Recordings allow students with processing and/or attentional issues to listen again for clarification of information missed or misunderstood during initial presentation.
- Students must make their teacher aware of their request **prior** to taping any portion of class lecture or discussion.

Use a highlighter:

- Allows teacher to highlight pertinent instructions or words on tests.
- Allows students to use a highlighter to help them focus on key words, directions, number of steps needed to complete an answer, etc.

RESPONSE Accommodations:**Use technology for note-taking, assignments and tests**

- Provides students who have graphomotor, visual difficulties, and /or difficulty dividing attention while writing and listening, a way to provide information via keyboarding, voice to text (outside of classroom environment) and additional approved technology tools.

Allow oral responses for tests and assignments following written assessment:

- Allows students who have difficulty with written expression the opportunity to provide verbal explanations to demonstrate their understanding of material.
- Use of this accommodation is provided **after** a written assessment is given and the teacher and/or student feel that the student was unable to demonstrate knowledge of material through their written responses.

- It is expected that the teacher and student will discuss this issue promptly after the test, and will schedule a time for oral response to test questions.
- It is expected that the teacher will not prompt or lead a student to correct answers verbally; rather, it is to allow oral elaboration of information the student could not express in written form.

Highlight answers directly in book rather than on a separate sheet of paper for assignments:

- Allows students with graphomotor and/or processing speed difficulties to more efficiently respond to questions.

Use of cover page:

- Limits visual distractions to help with focus.

Provide additional answer pages to provide more space:

- Provides more space for students who write larger and/or who need additional work space.

Record answers in test booklet:

- Prevents student from getting confused or losing track of where to put responses during standardized testing.

Use a spell-check device:

- Prevents students with identified spelling deficits from being penalized significantly for spelling errors.
- Encourages teachers to isolate spelling tasks as often as possible; this separates the skills of identification and understanding of a word from the spelling of the word.
- This accommodation is NOT offered when students have the opportunity to study ahead for targeted spelling words.
- Parents are informed that they must provide the spelling device if their child chooses to use one.
- *Please consult with the ERP Directors regarding spell-check devices in foreign language class.*

Use a grammar-check device:

- Allows students to focus on generating content and ideas in written assignments.
- When grammar is being tested specifically, then grammatical errors will receive a slight deduction in credit.

Use graphic organizers:

- Allow students to use visual illustration of concepts, information, and verbal statements. They provide a picture of key ideas and information on a topic and the relationship of the parts to the whole.
- Use of these assists in brainstorming and/or organizing information to make it easier to understand how ideas connect.

Use a calculator:

- A calculator may not be used if the primary purpose of the activity is to practice computational skills.
- If the purpose of the activity involves higher-order thinking such as problem solving, exploring patterns, working with real-world data, etc., a calculator can benefit all students.

Utilize a scribe:

- Allows students who struggle to produce neat and /or expressive written work to be able to orally produce responses that are then written down verbatim by a scribe; students must include punctuation in their responses.

- While writing can help many students remember, organize and process information, some students learn much less from a writing assignment because they become focused on the writing mechanics instead of the content.

Use a large block answer sheet:

- Allows students with poor attention, organization and/or a writing disability, to provide an X in the box instead of gridding in the circles during standardized testing.

SETTING Accommodations:

Provide preferential seating to reduce distractions:

- Allows student to be seated away from environmental noises (e.g. air conditioner, pencil sharpening, ticking clock, etc.).

Provide preferential seating to be near instruction:

- Allows student to be seated close to instructor if the lesson is presented from one location in class; however, most teachers move around the room as they teach.

Provide a small group setting for testing:

- Allows students to remain in their classroom for testing as the small classes at CCDS are considered small group settings, which prevents students from having to leave their regular classroom for testing.

Use of earphones or headphones:

- Allows students to reduce environmental noises.

TIMING AND SCHEDULING Accommodations:

Allow extended time (50% more on tests and exams)

- Allows students to have more time to show what they know on tests and exams.
- In MS and US, it is the student's responsibility to communicate to the teacher(s) when they need extended time.
- Students contact teachers to schedule the additional time to occur as close to the regular testing time as possible. Teachers consider teacher and student schedules as well as space and proctor availability.

Allow frequent breaks

- Allows students to stretch, go to the restroom or for water if needed as long as they are not disruptive to the class or will miss pertinent instruction. Most students are given the opportunity for daily frequent movement as a function of regular PE, recess and/or transitions between classes.