Accommodations

Information relating to the use of Accommodations can be found in Section D of the special education handbook. Please file this information with Section D – IFSP/IEP and Placement Procedures of your Special Education Handbook.

The following information is taken from the NDE Accommodations Guidelines 2011 – Decision Making Guidance

Accommodations are practices and procedures in the areas of:

1) presentation,
2) response, and
3) setting/timing/scheduling

that provide equitable access during instruction and assessments for students with disabilities.

**Presentation Accommodations** allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

**Response Accommodations** allow students to complete activities, assignments, and assessments in different ways.

**Setting/Timing/Scheduling Accommodations** change the location or the conditions of the instructional setting. The allowable length of time to complete an assignment is increased and perhaps the way the time is organized is changed.

Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations or alter the content of the material to be mastered.

- Accommodations provide access to receiving information and demonstrating what has been learned. If chosen appropriately, accommodations will not provide too much or too little help to the student who receives them.
- A student who has an IEP and is provided accommodations to access the general curriculum should not be penalized for using these accommodations by denying them the opportunity to receive a score of 4.0 as a grade.
- Modifications refer to practices that change or reduce learning expectations and academic content. Modifications alter the grade-level standards.
- The purpose of the IEP is to help students make progress in the general curriculum and to help meet their other educational needs that result from a disability.
- General education teachers are required participants and should to be involved in the development and implementation of the IEP.
- Accommodations cannot be different for assessments.