



Elmira City School
District
Accommodations and
Modifications

The purpose of this manual is to assist all educators in making appropriate decisions for considering, documenting, and implementing accommodations and modifications for students with disabilities. Accommodations are changes that remove certain disability-related obstacles to the testing process, allowing students with disabilities to participate in the general education curriculum on an equitable basis with their non-disabled peers. Such accommodations and modifications provide students with the ability to demonstrate skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability.

Definitions:

Management Needs: the type and extent to which environmental, human and material resources are needed for students with disabilities to be educated with nondisabled students, to the maximum extent appropriate, in accordance with the least restrictive environment.

Supplementary Aides and Services: human resources, services and other supports that are provided to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment

Accommodation: supports that provide a student with access to information and/or will create an equal opportunity to demonstrate knowledge and skill

Modification: a change in what a student is expected to learn and/or demonstrate

Assistive Technology: Any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability

Services Delivery Recommendations: Recommendations of how the service will be delivered, specific to student needs in relation to present levels.

Frequency: the rate at which something occurs or is repeated over a particular period of time

Duration: the time period of which the services occurs

Location: where the service will be delivered

MANAGEMENT NEEDS	SUPP. AIDS AND SERVICES/PROGRAM MODS/ACCOMMODATIONS	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY (Period)	DURATION	LOCATION
Additional opportunities to demonstrate knowledge on test	Two opportunities to retake portions of, or complete alternatives to, tests and quizzes to demonstrate mastery	Student must arrange for retakes within two days	When assigned	During academic classes	All academic classes
	Allow to correct tests and quizzes		When assigned	During academic classes	All academic classes
	Opportunity to retake tests that result in a failing grade in an alternative format		When assigned	During academic classes	All academic classes
Additional time to support completion of academic tasks	Extended time	1.5 x on extended writing assignments and essays	When assigned	During academic classes	All academic classes

MANAGEMENT NEEDS	SUPP. AIDS AND SERVICES/PROGRAM MODS/ACCOMMODATIONS	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY (Period)	DURATION	LOCATION
		1.5x on all academic assignments, including but not limited to homework, class work, projects, and essays	When assigned	During academic classes	All academic classes
		1.5x for all writing assignments	When assigned	During academic classes	All academic classes
		2x on all academic assignments, including but not limited to homework, classwork, projects, and essays	When assigned	During academic classes	All academic classes
		One additional day for every three school days given to complete extended reading and writing assignments	When assigned	During academic classes	All academic classes

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Adult support to meet supervisory needs	Support for safety, transitions, focus, re-direction, and to promote the development of activities of daily living skills and academic progress	Administered in a manner designed to promote growth, increase independence, and utilize naturally occurring supports for developing skills	Daily	From arrival on grounds to departure	Entire school environment
	Provide assistance with transitions and focus	Administered in a manner designed to promote growth, increase independence, and utilize naturally occurring supports for developing skills	Daily	From arrival on grounds to departure	Entire school environment
	Aide <i>(Qualifying criteria required)</i>	1-1; Administered in a manner designed to promote growth, Increase independence, and utilize naturally occurring supports for developing skills	1 x Daily	School day	Entire school environment from arrival on grounds to departure

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Assistive technology to support progress	<i>Assistive Tech section:</i>				
	Audio Books	Independent reading assignments	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
	Calculator	Homework and class work involving mathematical calculations	When assigned	During academic classes and/or resource room	All academic classes and resource room
	Device with spell/grammar check and speech synthesis software	Written responses of one paragraph or longer	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
		Written responses of one sentence or longer	When assigned	During academic classes and/or resource room	All academic classes and/or resource room

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		Written responses of one sentence or longer	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
	Touchscreen tablet device	When completing classroom assignments	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
	Dropbox	Use of Dropbox to turn in and store homework	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
	Alternate lock	Use of word lock to replace combination lock in order to promote independence	Daily	Throughout school day	Hall locker and/or PE locker
Environmental accommodations and considerations to support learning	Preferential seating	Location to minimize distraction or to promote positive peer interaction	Daily	Throughout school day	All classes or areas
		Near Promethean or white board	Daily	During academic classes	All academic classes and/or resource room

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Opportunities to demonstrate knowledge through a variety of modalities and at increasing levels of difficulty to promote individual progress	Multiple choice format to measure knowledge through recognition	When multiple choice format does not impact integrity of skill measurement	Daily	During academic classes and/or resource room	All academic classes and/or resource room
	Tasks intensively supported by use of word banks, page and paragraph numbers, or color coding to locate information; reduced after repeated success	When format does not impact integrity of skill measurement	Daily	During academic classes and/or resource room	All academic classes and/or resource room
	<i>Accommodations below used primarily in early elementary when basic reading and writing skills are emerging or with middle school and high school students with extensive deficits or NYSAA eligible students:</i>				
	Classroom tasks and assessments scaffolded; scaffolds decreased after repeated success	New and emerging primary or elementary level skills in order to demonstrate concept knowledge in a way not impacted by developing reading or writing skills	Daily	During academic classes	All academic classes
	Answers given orally (NYSAA)	In order to demonstrate concept knowledge when reading and writing skills are so deficient they prevent such demonstration	Daily	During academic classes	All academic classes

MANAGEMENT NEEDS	SUPP. AIDS AND SERVICES/PROGRAM MODS/ACCOMMODATIONS	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY (Period)	DURATION	LOCATION
Opportunities to learn through a variety of modalities and approaches to increase comprehension and retention of concepts and support progress	Mnemonic devices to increase retention	When introducing or reviewing new or complex terms or concepts Grade level material and concepts	Daily Daily	During academic classes and/or resource room During academic classes and/or resource room	All academic classes and/or resource room All academic classes and/or resource room
	Visual checklists	To promote and support organization, initiation, and completion of tasks	Daily	During academic classes or other instruction	Entire school environment
	Visual prompts and mnemonic devices	When introducing or providing directions, new materials, new concepts, or vocabulary	Daily	During academic classes or other instruction	All academic classes and/or resource room

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		When introducing or reviewing new or complex terms or concepts	Daily	During academic classes or other instruction	All academic classes and resource room
	Visuals provided	To aid in the comprehension of grade level materials including vocabulary and concepts	Daily	During academic classes or other instruction	All academic classes and resource room
	Visuals, graphics, and manipulatives	When introducing or providing directions, new materials, new concepts, or vocabulary	Daily	During academic classes or other instruction	Entire school environment
	Visual picture schedule	Throughout day	Daily	During academic classes or other instruction	Entire school environment
	Visual picture schedule accompanied by words	Throughout day	Daily	During academic classes or other instruction	Entire school environment
	Graphic organizers	When pre-writing	When assigned	During academic classes	All academic classes

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		Self-made and teacher made pre-writing activities	When assigned	During academic classes	All academic classes
		Pre-writing tools for extended writing assignments of one paragraph or more	When assigned	During academic classes or other instruction	All academic classes
	Vocabulary taught by using visual representation, reading aloud, or breaking down into phonemic parts	All vocabulary	When assigned	During academic classes	All academic classes
	Verbal clarification of text based information	Assignments involving lengthy writing	When assigned	During academic classes	All academic classes
Reduction and extensions to promote meaningful progress on specific skill sets	Reading and writing assignments reduced or extended; assignments increased or extensions reduced only after repeated success	To reduce confusion by allowing for closure on one assignment before embarking on a new assignment	When assigned	During academic classes	All academic classes

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Repeated exposure to grade-level curriculum to increase understanding, comprehension, and improve retention	Pre- and re-teaching	Grade level material and concepts	When needed	During academic classes and/or resource room	All academic classes and/or resource room
		When introducing or providing directions to new or complex materials, concepts, or vocabulary	When needed	During academic classes and/or resource room	All academic classes and/or resource room
	Re-teaching	Review directions	When needed	During academic classes and/or resource room	All academic classes and/or resource room
	Frequent repetition and review	Modeling and practice of math concepts	When needed	During academic classes and/or resource room	All academic classes and/or resource room
		When introducing or providing directions to new or complex materials, concepts, or vocabulary	When needed	During academic classes and/or resource room	All academic classes and/or resource room
Repetition, clarification, and support to ensure understanding and comprehension	Directions repeated and clarified	One time, with additional times upon student's request	When given	During academic classes and/or resource room	All academic classes and/or resource room

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		Homework and class work	When given	During academic classes and/or resource room	All academic classes and/or resource room
	Repetition of auditory information	When introducing or providing directions, new or complex materials, concepts, or vocabulary	When introduced	Throughout school day	Entire school environment
	Multiple checks for understanding	When completing independent work	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
		When introducing new concepts	When introduced	During academic classes and/or resource room	All academic classes and/or resource room
		With reminders to check work for quality	Daily	During academic classes and/or resource room	All academic classes and/or resource room
Structured opportunities to increase parent knowledge and strengthen partnership with school	Parent meeting with special education teacher	Based on student need	1 x Monthly	30 minutes	School building
	Home communication	Reporting on academic and behavioral progress	1 x Daily	Throughout school year	All academic classes

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Support to accommodate underdeveloped executive functioning processes	Extended time	1.5x for written assignments of one paragraph or longer	When assigned	During academic classes	All academic classes
		One additional day for every three school days given to complete multi-step projects	When assigned	During academic classes	All academic classes
	Preferential seating	Location to minimize distraction or to promote positive peer interaction	Daily	During academic classes and/or resource room	Academic classes and/or resource room
	Copy of notes provided (<i>electronic or hard copy</i>)	Outline format	When assigned	During academic classes	All academic classes
Support to check and improve organization	Electronic correspondence and storage of academic documents	PDF of complete notes sent home to parents	When assigned	During academic classes	Resource room

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		Correspondence sent home to parents clarifying homework assignments	Daily	During academic classes	Resource room
		Notification of upcoming tests that have been scheduled for the following week sent home to parents	Weekly	During academic classes	Resource room
	Planner / Agenda checks	Adult will check to ensure accurate documentation of assignments and due dates	Daily	During academic classes and/or resource room	Academic classes and/or resource room
	Home communication	To parents to monitor homework and behavior	Weekly	Throughout school year	All academic classes

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	Adult created system of homework and class work organization	To ensure homework and class work completion	When assigned	During academic classes	All academic classes and/or resource room
Support to compensate for graphomotor difficulties	Copy of notes provided (<i>electronic or hard copy</i>)	Complete	When assigned	During academic classes	All academic classes
		Trade up for complete notes	When assigned	During academic classes	All academic classes
		Outline format	When assigned	During academic classes	All academic classes
		Outline format	When assigned	During academic classes	All academic classes
		Outline format, for notes over one page In length	When assigned	During academic classes	All academic classes

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	Enlarged graph paper	When graphing is required	When assigned	During academic classes	All academic classes
	Allow to use clip art	When illustrations are required	When assigned	During academic classes	All academic classes
	Extended time	1 x for writing assignments over one paragraph	When assigned	During academic classes	All academic classes
		1 x on writing tasks of more than one paragraph	When assigned	During academic classes	All academic classes
		1.5x on writing tasks of more than one paragraph or reading tasks of more than one passage	When assigned	During academic classes	All academic classes
1.5x on writing tasks of more than one paragraph	When assigned	During academic classes	All academic classes		

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		1.5 x on writing assignments longer than one paragraph	When assigned	During academic classes	All academic classes
		1.5x for all writing assignments	When assigned	During academic classes	All academic classes
		2x for essay assignments	When assigned	During academic classes	All academic classes
		Three additional days for writing assignments of one paragraph or longer, or for the projects extending beyond three days	When assigned	During academic classes	All academic classes
Support to compensate for visual-perceptual delays	Handouts provided on student desk	Copy of Information presented on white board, chalk board, Smartboard, or other vertical surface	When assigned	During academic classes	All academic classes
	Copy of notes provided (<i>electronic or hard copy</i>)	Outline format	When assigned	During academic classes	All academic classes

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Support to compensate for processing delays	Increased wait time	Questions posed with wait time increased to 2x typical wait time allowed	Daily	During academic classes and/or resource room	All academic classes and/or resource room
	Additional processing time	Up to 2x the typical time allowed to process single or multi-step directions, new information, and all other instructions	Daily	Throughout school day	Entire school environment
Support to compensate for underdeveloped communication, language, or articulation skills	Adult cues, prompts, and models	To support focus with regard to articulation and support transference of skill to other settings outside of therapy setting	Daily	Throughout school day	Entire school environment
		To transfer new and emerging speech-language skills across settings	Daily	Throughout school day	Entire school environment

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Support to compensate for hearing difficulties	Exempt from tasks requiring auditory discrimination	All academic tasks including but not limited to homework, class work, projects, essays tests, and quizzes	When assigned	During academic classes	All academic classes
Support to compensate for vision difficulties	Enlarged print	To improve visual access to print material	Daily	During academic classes	All academic classes
	Exempt from assignments requiring color differentiation	All assignments	When assigned	During academic classes	All academic classes
Support to ensure safety	Adult assistance	On and off bus and all other stairs throughout building and grounds	Daily	From arrival on grounds to departure	Entire school environment
		Administered in a manner designed to promote growth and increase independence with personal behavior management	Daily	Throughout entire school day environment	

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	Advanced notification of strobe lighting, alarm bell(s) and escort to a safe location	Adult escort prior to strobe lighting or alarm bell, including but not limited to fire drills and school assemblies		Throughout school day	Entire school environment
	Escort to school nurse	Per Student Health Plan	As outlined in the student Health Plan	Throughout school day	Entire school environment
Support to improve focus in order to increase time attending to instruction or task	Focusing prompts	Visual, tactile, or auditory reminders	Daily	Throughout school day	Entire school environment
	Verbal prompts	Prompted to encourage work completion	Daily	Throughout school day	Entire school environment
		To provide redirection, focus, and encouragement	Daily	During academic classes and/or resource room	All academic classes and/or resource room
	Preferential seating	Location to minimize distraction or to promote positive peer interaction	Daily	Throughout school day	All classes
				During academic classes	All academic classes
				During academic classes and/or resource room	All academic classes and/or resource room

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		Near Promethean or white board	Daily	During academic classes	All academic classes
		Near front of room and away from noise of fans or other competing sounds	Daily	During academic classes or other classes	All classes
		When needed to assist with focus	Daily	During academic classes	All academic classes
		When needed to increase focus and participation	Daily	During academic classes	All academic classes
		When working on academic tasks	Daily	Throughout school day	All academic classes

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	Sensory activities	Sensory activities provided throughout day as needed for transitions, focus, and calming	Daily	Throughout school day	Entire school environment
	Music to increase focus	Allowed to listen to appropriate music on personal device while working Independently	Daily	During resource room	Resource room
	Frequent breaks	5 minute break after () minutes of instruction	Daily	During academic classes and/or resource room	During academic classes and/or resource room
		Allow to stand, take movement breaks, or sit on ball chair	Daily	During academic classes and resource room	All academic classes and resource room
	<i>Assistive Tech Section</i>				
	Timer	To assist with transitions, focus, motivation, and task completion	When needed	During academic classes	All classes

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<p>Support to manage behaviors that substantially impact social or academic progress of themselves or others</p> <p><i>(This is for students with a BIP - if they have a BIP this should be in the IEP)</i></p>	<p>Positive Behavioral Interventions</p>	<p>Administered in a manner designed to promote growth and increase independence with personal behavior management</p>	<p>Daily</p>	<p>Throughout school day</p>	<p>Entire school environment</p>
<p>Support to promote improved activities of daily living</p>	<p>Daily morning personal care instruction and practice time</p>	<p>Opportunities, support, and supplies to complete tooth brushing, face washing, hair combing, and meet other personal needs</p>	<p>Daily</p>	<p>10 minutes</p>	<p>Nurse's office</p>

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Support to promote social skill development	Allow to move to alternative area for calming	Use of pass to pre-determined calming area when requested by student	Daily	Throughout school day	Entire school environment
		Structured plan and place provided for de-escalation and calming without penalty	Daily	Throughout school day	Entire school environment
	Frequent breaks	Structured plan and place provided for de-escalation and calming without penalty	Daily	Throughout school day	Entire school environment
	Visual prompts and mnemonic devices	To remind of appropriate socially acceptable behavior	Daily	Throughout school day	Entire school environment

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	Social stories	Regular and repeated exposure to social stories to promote social skills and prepare for changes or transitions	Daily	Throughout school day	Entire school environment
	Reinforcers	Appropriate reinforcers chosen by student as reward for task completion and positive social behaviors	Daily	Throughout school day	Entire school environment
Support to reduce fatigue and provide accommodations for physical disabilities	Preferential seating	Frequent position changes to support student comfort	Daily	Throughout school day	Entire school environment
	Access to an elevator	To ensure safety and timely travel	Daily	Throughout school day	Entire school environment
	Extra travel time between classes	Leave 3 minutes before bell	Daily	Throughout school day	Entire school environment

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Support to reduce social anxiety	Alternate audience for group or individual presentations	Allowed to make presentations individually to teacher without other students present	When assigned	During academic classes	All academic classes
	Advance notice of expected classroom tasks	Prior notice and rehearsal provided before being called on in class	All instances	During academic classes	All academic classes
	Changes in schedule or personnel	Prior notice or plan in place	All instances	Daily	Entire school environment
	Alternate arrangements for PE clothes	Allowed to wear PE clothes to school on PE days rather than changing in the locker room	Every PE day	Throughout school year	Physical education class

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<p>Specially designed instruction to promote progress</p> <p><i>(Instruction and supports the student needs to be successful (able to access the curriculum). Others may benefit from them but this student would not be successful without them.)</i></p>	Copy of notes provided <i>(electronic or hard copy)</i>	Complete notes	When assigned	During academic classes	All academic classes
		Trade up for complete notes	When assigned	During academic classes	All academic classes
		Outline format	When assigned	During academic Classes	All academic classes
		Outline format, for notes over one page in length	When assigned	During academic classes	All academic classes
		PDF of complete notes sent to parents	When assigned	During Resource room	Resource room
	Spelling tests provided through alternate means	Word banks, assistive technology, or reduction	When assigned	During academic classes	All academic classes
	Long term writing assignments and projects broken down	Smaller manageable parts, with incremental due dates and frequently monitors by teacher	When assigned	During academic classes	All academic classes

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	Alternate vocabulary terms provided	Terms limited to basic functional core curriculum and career readiness	When assigned	During academic classes	All academic classes
	Alternate or simplified formats	Alternate essay formats may be used to meet same objective	When assigned	During academic classes and/or resource room	All academic classes and/or resource room
	Word banks	On tests and assignments in order to assess content knowledge through recognition	When assigned	During academic classes	All academic classes
	Increased white space to reduce frustration	Reduced number of questions or problems per page, allowing for more white space	When assigned	During academic classes	All academic classes
	Use of NYS standards for students with disabilities on NYS assessments used as midterm or final exams	Weighted grading:	When assigned	During academic classes	All academic classes

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<p>Modifications to promote progress</p> <p><i>(This support is for NYSAA students and those few students who may finish with a CDOS <u>exiting</u> credential without learning the local diploma)</i></p>	Parallel tasks to support IEP goals	All academic tasks	When assigned	During academic classes	All academic classes
	<i>(This would benefit NYSAA only)</i>	All academic and vocational tasks	When assigned	During academic classes and vocational settings	All academic classes and vocational settings
		Homework	When assigned	During academic classes	All academic classes
		Homework and class work	When assigned	During academic classes	All academic classes
		Homework and class work involving lengthy reading	When assigned	During academic classes	All academic classes
		Assignments involving lengthy writing	When assigned	During academic classes	All academic classes
		Homework, class work, tests, and quizzes	When assigned	During academic classes	All academic classes
		Spelling words	When assigned	During academic classes	All academic classes

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		All academic tasks including but not limited to homework, classwork, projects, essays, tests, and quizzes (<i>usually only used in middle or high school</i>)	When assigned	During academic classes	All academic classes
		All academic tasks including but not limited to homework, classwork, projects, essays, tests, and quizzes (<i>usually only used in elementary school</i>)	When assigned	During academic classes and vocational settings	All academic classes and vocational settings
	Classroom tasks and assessments scaffolded to test student at current instructional level; increase in rigor after repeated success	New and emerging primary or elementary level skills	Daily	During academic classes	All academic classes
	Curriculum, Instruction and Classroom tasks designed to meet student's current instructional level; increase in rigor after repeated success <i>New and emerging primary or elementary level skills</i>	Homework, classwork, projects, essays, tests, and quizzes	When assigned	During academic classes	All academic classes

MANAGEMENT NEEDS	SUPP. AIDS AND SERVICES/PROGRAM MODS/ACCOMMODATIONS	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY (Period)	DURATION	LOCATION
	Task requirements reduced to meet students' instructional level; increased only after repeated success with reduced assignments	All writing assignments	Daily	During academic classes	All academic classes
	Spelling waived	On all hand-written work	When assigned	During academic classes	All academic classes
	Answers given orally	In order to demonstrate concept knowledge in a way not impacted by developing reading or writing skills	Daily	During academic classes	All academic classes
<p>Specially designed instruction by scaffolding to facilitate learning and promote academic progress</p> <p><i>(Scaffolding implies supports that are provided and constantly assessed and when appropriate, reduced or eliminated in order to allow the student to progress in the general education curriculum with the same outcomes as a typical student)</i></p>		Homework	When assigned	During academic classes	All academic classes
		Homework and classwork	When assigned	During academic classes	All academic classes

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		Homework and class work involving lengthy reading	When assigned	During academic classes	All academic classes
		Assignments involving lengthy writing	When assigned	During academic classes	All academic classes
		Homework, class work, tests, and quizzes	When assigned	During academic classes	All academic classes
		Spelling words	When assigned	During academic classes	All academic classes
		All academic tasks; including but not limited to homework, class work, projects, essays, tests, and quizzes <i>(Usually only used in middle or high school.)</i>	When assigned	During academic classes	All academic classes

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		All academic tasks including but not limited to homework, class work, projects, essays, tests and quizzes <i>(Usually only used in middle or high school.)</i>	When assigned	During academic classes	All academic classes
		All academic tasks including but not limited to homework, class work, tests and quizzes <i>(Usually only used in elementary school.)</i>	When assigned	During academic classes	All academic classes
	Adult support for multi-step tasks	Multi-step directions broken down into a series of single-step directions that are given in a series after success with preceding direction	When assigned	Throughout school day	Entire school environment

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	Answers given orally	In order to demonstrate concept knowledge in a way not impacted by developing reading or writing skills	Daily	During academic classes	All academic classes
	Reduced number of choices; number of choices increased only after repeated success	Multiple choice, matching, and fill in the blank questions	When assigned	During academic classes	All academic classes
	Extended writing assignments reduced; increased only after repeated success with reduced assignments	Essay assignments reduced to single paragraph assignments	When assigned	During academic classes	All academic classes
	Tasks requiring multiple writing examples initially limited to one example; additional examples required after mastery of initial	New skill sets requiring multiple examples	When assigned	During academic classes	All academic classes
	Page and paragraph numbers provided; page numbers only, after repeated success with both page and paragraph numbers	Assignments involving reading lengthy text In order to answer posed questions or locate vocabulary terms or definitions	When assigned	During academic classes	All academic classes

MANAGEMENT NEEDS	SUPP. AIDS AND SERVICES/PROGRAM MODS/ACCOMMODATIONS	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY (Period)	DURATION	LOCATION
	Exact page numbers provided; range of page numbers provided only after repeated success with exact page numbers	Assignments involving reading lengthy text in order to answer posed questions or locate vocabulary terms or definitions	When assigned	During academic classes	All academic classes
	Academic tasks supported by use of word banks, page and paragraph numbers, or color coding to locate information; reduced after repeated success	Administered in a manner designed to promote growth, increase independence, and utilize naturally occurring supports for developing skills	Daily	During academic classes	All academic classes
	Example or model provided; models faded after repeated success with models present	Homework and class work involving multi-step questions or multi-step problems	When assigned	During academic classes	All academic classes
	Example or model provided, if in existence and when NYS regulations do not prohibit; fading of model after repeated success	To support accuracy of task completion when practicing new skills	When assigned	During academic classes	All academic classes

MANAGEMENT NEEDS	SUPP. AIDS AND SERVICES/PROGRAM MODS/ACCOMMODATIONS	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY (Period)	DURATION	LOCATION
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	Job coach support	Administered In a manner designed to promote growth, increase independence, and utilize naturally occurring supports for developing skills	When working on the job site	During vocational practice classes and on job site	Pre-job site practice classes and on job site