

mount pisgah

CHRISTIAN SCHOOL

Middle and Upper School Accommodations Guidelines 2020-2021

Accommodations	
<p>How are accommodations defined in the Middle and Upper School at Mount Pisgah Christian School?</p>	<p>What are some examples of accommodations in the Middle and Upper School at Mount Pisgah Christian School?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> An alteration to the environment, format, or equipment in the form of a strategy or tool that allows a student with a formally documented disability and/or formal diagnosis (either permanent or temporary, i.e., concussion, broken bone in dominant hand) that impacts their learning to gain access to content and/or complete assigned tasks in order to participate in a regular course of study and same curriculum as their peers. <input type="checkbox"/> Accommodations do not alter what is being taught or assessed, the amount of work that a student is required to engage with/complete, the grading scale of an assignment, assessment, or class, or what content the student is expected to demonstrate at least proficiency in, accommodations simply provide additional support for a student to access the regular curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of notes <input type="checkbox"/> Extended time (50%) <input type="checkbox"/> Preferential seating <p style="text-align: center;">These are just examples; other accommodations may be approved and included in FWIPs (Formal Written Instructional Plans) on a case by case basis per a student's educational-psychological evaluation and/or medical or other documentation.</p>

Modifications

<p>How are modifications defined in the Middle and Upper School at Mount Pisgah Christian School?</p>	<p>What are some examples of modifications?</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Modifications are anything that changes the curriculum, workload requirement (either in overall course of study and/or class activities and assignments), graduation requirements, or minimum objectives of a course. <input type="checkbox"/> In the Upper School and Middle School at Mount Pisgah, we do not modify the curriculum. 	<p style="text-align: center;">Examples of modifications include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exemption of foreign language course requirements* <input type="checkbox"/> Reduced workload <input type="checkbox"/> Changes to graduation requirements and/or courses of study <input type="checkbox"/> Changes or extension to assignment due dates for an individual student <input type="checkbox"/> One on one tutoring or one on one instruction in class/ during the regular school day by teachers (unless part of the lesson plan design for all students)** <input type="checkbox"/> Extended time on anything that is not a classroom assessment (i.e. test, quiz, and exam) or standardized assessment (i.e., PSAT, SAT, ACT, MAP, ERB, etc.)

*Students may be eligible to complete just 2 years of high school foreign language credit if they meet the following criteria:

- (1) Have a formal diagnosis of dyslexia and it is documented in their educational-psychological evaluation that their disability impacts their ability to learn a foreign language
- (2) They demonstrate a history of struggling in foreign language classes

**Students may attend morning tutorial sessions for extra help and/or review on skills and concepts on which they have already received instruction from the teacher. This time is not intended to be 1:1 tutoring, reteaching, or pre-teaching, as it is open and available to all students on an as-needed and first come first served basis, and the teacher provides equitable accessibility for all MPCS students.

<p>Common Accommodations in the Middle and Upper School at MPCS*</p> <p>Other accommodations may be approved and included in FWIPs on a case by case basis</p>	<p>What do teachers do?</p>	<p>What do students do?</p>
<p>Copies of notes</p> <p>A printed or digital copy of materials provided in class or materials that are part of classroom instruction that address the daily objectives of the lesson.</p> <p>This is not a dictation of everything that occurs in the class.</p>	<p>Supply copies of notes to students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Middle School: in printed form and digital form on Schoology and/or Google Drive, prior to the lesson if possible and if not possible prior to the lesson, 72 hours in advance of the assessment <input type="checkbox"/> Upper School: In digital form on Schoology and/or Google Drive, 72 hours in advance of the assessment 	<p>Retrieve their copies of notes from a designated space (for printed copies) or from the folder on the course page on Schoology/folder in Google Drive</p>
<p>Extended time</p> <p>50% extra time on classroom assessments including quizzes, tests, exams, and standardized testing (MAP, PSAT/SAT/ACT with approval)</p>	<p>Allow students to use up to 50% extra time on assessments</p> <p>Work with the student to schedule a time (during morning tutorial, SSS class, or another time) with the student to use the extended time on the assessment</p>	<p>Communicate with the teacher prior to submitting the assessment that they need to use their extended time and work with the teacher to schedule a time to complete the assessment within the 50% additional time frame</p> <p>Attend the scheduled time to use their extended time on the assessment</p>
<p>Distraction free testing</p> <p>In both the Middle and Upper School, the regular classroom is designated as distraction-free spaces in which students can complete assessments</p>	<p>Ensure that the regular classroom environment is distraction-free during assessments</p>	<p>Communicate with the teacher during the assessment if there is a specific distraction</p>
<p>Preferential Seating</p> <p>Allow student to sit in a space in the classroom that best supports their learning (usually in the front)</p>	<p>Work with the learning specialist/SSS teacher to place students in a space within the regular classroom that best supports their learning (usually in the front). This will be a case by case decision.</p>	<p>Communicate with teacher and learning specialist/SSS Teacher regarding finding a seat in the classroom that best supports their learning</p> <p>Sit in the assigned preferential seating space</p>

<p>Mark in book/No Scantron</p> <p>Students may mark directly in a test booklet and not on a Scantron and/or use large-block scoring sheet</p>	<p>Provide a printed copy of the test or exam in which students can mark</p> <p>Clearly mark on the test and/or roster which students have this accommodation</p>	<p>Mark in the test or exam booklet rather than on a Scantron form and/or use the large-block scoring sheet</p>
<p>Spelling amnesty</p> <p>Not counting off for spelling unless it is an assessment of those skills</p>	<p>For students with this accommodation, teachers will not count off for spelling errors unless it is an assessment of those skills. Assessments of these skills include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final drafts of papers in all subjects, <input type="checkbox"/> Assessments in foreign language classes of verb conjugations, masculine/feminine, singular/plural, etc. where spelling the word correctly is the indicator of mastery of the skill/standard, etc. 	<p>When necessary, ask the teacher for clarification about what is being assessed and when the accommodation does/does not apply (depending on what is being assessed)</p>
<p>Allow student to complete parts of an assignment with obvious missing parts</p>	<p>Briefly review an assignment or assessment to make sure that a student did not miss a page or section of a test due to distractibility or impulsivity.</p> <p>If a page or section hasn't been completed, return to student to complete that page or section.</p>	<p>Complete missing section once assignment/assessment is returned by the teacher.</p>
<p>Use of LiveScribe (or similar) Pen for note-taking support</p> <p>With administrator and teacher permission, students with this accommodation can use a smart pen (Pulse Pen or Livescribe pen) for note-taking support. Teachers must be notified prior to each use every time the pen is in use and/or recording.</p>	<p>Once written permission has been granted by the administrator of the division (Middle or Upper School), teachers will allow students to use the smart pen for note taking support</p>	<p>In writing, students must request permission from the administrator of their division (Middle or Upper School) to use a smart pen for note-taking support in their classes</p> <p>Students must <u>notify the teacher</u> prior to each use every time the pen is in use and/or recording</p>