

Possible IEP/504 Plan Accommodations

Below is a list of commonly requested IEP or 504 Plan accommodations with a description of how each can be implemented for a students enrolled in an online course with an Accelerate Education teacher.

IEP Accommodation Identified	How and Where Accommodation Should be Implemented	Action Needed & By Whom
Have text directions read aloud in all lessons and/or assessments.	<p>The embedded SpeechStream toolbar provides built-in text-to-speech support. The SpeechStream toolbar is automatically configured on all lesson pages.</p> <p>A limited SpeechStream toolbar is also available within all assessments.</p>	None.
Provide extended time for test completion.	By design, there are no time limits on assessments in any Accelerate courses.	None
Adapt time allotted for learning and task completion.	In continuous courses, published due dates are intended for pacing purposes only. Students have inherent flexibility on when activities are ultimately completed. By policy, Accelerate teachers never deduct points for activities turned in after the suggested due date.	None
Provide additional time for (overall) course completion.	<p>Accelerate offers open entry/open exit in all courses. Individual student start and end dates are determined by their respective school administrator.</p> <p>If a student needs additional time to complete a course, a district admin may extend their end date up to one year.</p>	District admin should adjust student end date in Buzz.
Chunk materials and assessments.	Accelerate lessons are chunked by design. Lessons span multiple pages with concepts presented in chunks, allowing students to process and practice each concept before moving on to the next. Additionally, all assessments are presented one question at a time.	None

Possible IEP/504 Plan Accommodations

Provide student with a visual daily schedule.	In continuous courses, students have a built-in pacing guide/to-do list to help plan and manage their daily tasks. The pacing guide shows any past-due items as well as upcoming activities due in the upcoming week.	None
Provide students with regular reports of their progress and performance.	Accelerate provides all districts the ability to opt-in to automated progress reports. Progress reports are sent out every Sunday and may be directed to administrators, observers/learning coaches, and/or students. Students enrolled in multiple Accelerate courses will receive a consolidated progress report for all active courses.	District admins may submit a support ticket to have progress report notifications enabled for their domain.
Provide reduced answer choices on multiple choice assessments.	Buzz provides the ability to enact this accommodation at the user account level. On the user record, there is an accommodation setting which allows an administrator to “Limit number of options on multiple-choice questions to ___”, with options to set this value between 1 and 5. When set for a user, the setting will be applied to all current and future courses in which a student is enrolled.	District admin should adjust this setting on the applicable student user record.
Provide resets/retries on assessments as needed.	Accelerate teachers have the ability to allow retries as needed on any assessment. When indicated, the teachers will make an adjustment via the course gradebook to allow a retry for a given assessment.	Student will initiate request to teacher as needed.
Provide multiple attempts on all assessments.	<p>By default, assessments are set for a single attempt. To allow for multiple attempts for an individual student, an accommodation group will be added to the course. Once the student is placed in a group, the settings on each assessment can then be modified for that group to allow for multiple attempts. Attempt setting options are 1 – 4 or unlimited attempts.</p> <p>Note that any time a student is provided with multiple attempts on all assessments, assessment feedback settings will be modified so that correct answer choices and question feedback are not displayed to the student unless/until they answer a question correctly.</p>	Implemented by Accelerate Teacher

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	Additionally, unless noted otherwise, assessment scored attempts will be set to HIGHEST score.	
Ungate course activities to allow student to navigate through their course without restriction.	By design, course activities are gated to force students to complete course activities in sequential order. This is facilitated in Accelerate courses by an item-level setting which requires students to complete one activity before moving on to the next. If gating must be removed for an individual student, an accommodation group will need to be added to the course. Once the student is placed in a group, the settings on each course item can be modified to remove gating.	Implemented by Accelerate Teacher
Remove automatic zeros for past due activities.	Accelerate courses are configured to automatically assign (temporary) zeros in the course gradebook for past due activities. Buzz offers an accommodation option at the user level to exempt a student from this auto-assignment rule. When the "Never automatically assign zeros to my past-due activities" setting is elected on a user record, it is applied to all current and future courses in which a student is enrolled.	District admin should adjust this setting on the applicable student user record.
Reduce the overall rigor of a course by removing non-essential activities.	At the discretion of the teacher, and with input from the district admin as needed, the student will be exempted from select course activities. This will be accommodated in one of two ways. If the student is being exempted from one or more graded activities, the teacher will simply record the exemption in the course gradebook. If, however, the student needs to also be exempted from completing lessons and other activities, the teacher will create an accommodation group and will use the group feature to remove (hide) the necessary course items.	Implemented by Accelerate Teacher
Reduce assignment scope.	At the discretion of the teacher, and with input from the district admin as needed, the teacher will identify assignments where reduced scope may be necessary. The teacher will create an accommodation group and will use the group feature to remove the default assignment and replace it with one of reduced scope.	Implemented by Accelerate Teacher

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Provide student with an alternate grading scale (i.e., use of pass/fail).	Grading scales are defined at a course level and cannot be modified for individual students. If a student's IEP calls for an alternate grading scale, the student will need to be moved into a separate course section where this setting may be applied.	District admin should create a duplicate course section and move the affected student enrollment to that section. Note that for districts using SIS integration, creation of this new section will need to be initiated in the district SIS.
Allow student the use of fidget toys or provide access to a sensory room/break room.	Any accommodation that impacts a student's physical environment is outside the purview of Accelerate and must be implemented by the district in coordination with the student's Learning Coach.	District admin should work with Learning Coach to implement.
Allow student the use of a calculator on all assessments.	This accommodation is outside the purview of Accelerate and must be implemented by the district in coordination with the student's Learning Coach. Depending on the type of device the student is using to access their courses, they may avail themselves of the calculator tool built in to their operating system. Alternatively, student can be directed to use an online calculator such as www.desmos.com .	District admin should work with Learning Coach to implement.
Provide student with a graphic organizer to assist with concept mastery.	Accelerate's curriculum and instructional teams have an ongoing collaboration to develop resources such as graphic organizers and include these in course teacher guides so they can be made available to students as needed. If available, teacher will share course graphic organizers with student. If not available, teacher will create this resource for the student.	Implemented by Accelerate Teacher
Adapt activities to accommodate for fine motor and OT skills.	Worksheets can be annotated to include lines for handwriting and letter formation. Because most students use print workbooks, this accommodation will need to be implemented by an individual who can be physically present with the student (i.e., Learning Coach).	Teacher will work with Learning Coach to model how this can be done for student.

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Provide student with a quiet setting in which to complete their school work.	Any accommodation that impacts a student's physical environment is outside the purview of Accelerate and must be implemented by the district in coordination with the student's Learning Coach.	District admin should work with Learning Coach to implement.
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