504 Accommodation Plan

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student’s name \_\_\_\_\_\_\_ Grade**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_Date of plan**

**\_\_\_\_\_\_\_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Person writing plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School District**

The below accommodations are needed \_\_\_\_\_\_\_\_\_ daily; \_\_\_\_\_\_\_ weekly

This plan will be monitored by the principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This plan will be revised \_\_\_\_\_ one year from today’s date \_\_\_\_\_ beginning of the next school year

A copy of all accommodation plans are given to the parent/guardian of the student and to each of his/her teachers.

Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interventionist:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **#** | **Accommodation**  | **classroom** | **District test** | **State test****ELA reading** | **State test****ELA writing** | **State test** **Math** | **State test science****(5th and 8th grade)** | **mkas** |
| 3 | Small group(2-9) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 4 | Test Individually  | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 7 | At home (homebound students) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 9 | With special lighting  | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 11 | Secure paper to work area with magnets/tape | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 12  | Medical Monitoring Device - medical devices, such as blood glucose monitors and medical alert devices, that are accessed through a smartphone that is always in the student’s possession for medical reasons | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 20 | Extra time (Specify the amount of extra time) – Cannot extend beyond the end of the instructional day. IEP/504 Plan/LSPTime allotted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 21 | With schedule rest breaks(Specify the time and duration of each break.) Time:\_\_\_\_\_\_\_\_Duration \_\_\_\_\_\_\_\_\_\_\_\_\_ | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 22 | At time of day to accommodate student’s disability. | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 23 | Extended time through the end of the day | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 25 | Administer the test over consecutive days (Specify the number of days, i.e... two or three days) Days: \_\_\_\_\_\_\_ | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 40 | Large print (paper/pencil version) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 41 | Braille (responses must be transcribed verbatim) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 43 | Auditory trainers | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 44 | Transparent color overlays | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 45 |  Magnifying glasses/ magnifying equipment | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 48 | Use memory aids, facts charts, resources sheets, and/or abacus (Only a student who is visually impaired may use the abacus to solve mathematics problems) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 49  | Stay on task reminder (”Please continue working on your test.”) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 55 | Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech) IEP/504 Plan/LSP – Specify the delivery method in the respective document(s). ● Not allowable for the ELPT Reading domain 1 and the Third Grade Reading Summative 1,2. ● For ELA (grades 3-8) and English II, passages cannot be read to the student 1. ● ASL is not allowable for the ELPT 1,2. Delivery method: \_\_\_\_\_\_\_\_\_\_\_\_ | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 57 | Student reads test aloud to self (Requires #4 or a Whisper Phone-type device to not distract other students.) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 61 | Calculator for mathematics grades 6-8 | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 62 | Paper test | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 70 | Dictation of answers to test administrator /proctor (Must be written exactly as the student dictates. Editing or altering in any way is prohibited. The student is responsible for capitalization, punctuation, and spelling. The student should review the draft for revision without prompting or assistance) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 73 | Tape records responses for later verbatim translation | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 75 | Brailler | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 76 | Assistive technology devices / Computer software programs used to facilitate communication for students with limited expressive language ability. (e.g., Proloquo2Go)  | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 77 | Speech-to-Text (STT) without auto-correct features. Refer to the Speech-to-Text Guidance page.  | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 80 | Adapted keyboards | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 81 | Bilingual glossary (word-to-word format in paperback or hardback without pictures, definitions, conjugations, and sample sentences.) | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 98 | Other allowable accommodation | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |
| 99 |  Other non-allowable accommodation  | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No | Yes No |

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