

Universal Access for ALL

INSTRUCTION

How the information is presented

Provide classroom notes or study guide.

Use of assistive tech. such as audiobooks, closed captioning, etc.

Print adjustments such as large font or color.

Visual and auditory cues

Written and oral instructions

Teacher check-in

SETTING

Where and how the learning takes place

Alternative work locations (within classroom)

Flexible seating (standing desk, sitting, etc.)

Preferred seating locations (front, back, side of room)

Classroom arrangement

Flexible Grouping

Use of Sound field

RESPONSE

How the student(s) will show learning

Use of assistive tech. such as voice to text or word processing.

Paper pencil vs. electronic response.

Template or graphic organizer for essays

Paper: graph, lined, large text, colored

Use of calculators or math tools as appropriate

SCHEDULING

The timing of the task for completion

Break large assignments into smaller parts

Breaks/movement breaks during class

Divide work into two sessions

Break up tests

Reasonable timeline adjustments to formative and summative work

OTHER

Behavior, attention, sensory

Engagement or transition cues

Noise canceling headphones (not linked to a device)

Adjusted lighting

Use of sensory or self-regulation tools

Slant board or pencil grips for writing

Behavior Agreement

Task checklists

This list of accommodations is not exhaustive. It offers examples of supports that are available as part of Tier 1 within our comprehensive Multi-Tiered System of Supports (MTSS). Additional accommodations may be provided based on individual student needs, as determined by educators in collaboration with the student support team.