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| **Giant Wildcat Academy**  Educational Accommodations Notification | |
| **To:** | Faculty, Fall 2016 |
| **From:** | Sandra Cash, Director of Disability Services |
| **Re:** | Cody |
| **Date:** | 9/18/16 |

Moesha is a student with a documented disability for whom appropriate academic adjustments are being made. This student is involved with a partnership program between Marion High School and IWU called the Giant Wildcat Academy (GWA). This program allows students with more intense disabilities the chance to experience college and gain life and employment skills. These students are not taking the class for credit but are rather auditing the course. Please review the following accommodations and discuss them with the student and GWA staff. Please call me if you have any questions: 765-677-2257.

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|  | **Accommodation** | **Instructions for Faculty** |
| 1. | Distraction Reduced Testing | Provide a trigger-reduced testing environment.  Distraction reduced testing is provided to reduce the impact of a disability on a testing event by reducing extraneous triggers that cue a person to divert their attention from a task or that induce a stress reaction. Common triggers are sound (including humming and high-pitched sounds, such as a computer or television set, shuffling of paperwork, etc.), extraneous light (including flashes from windows and blinking overhead lighting), and misc. activity (including peer movement within the room, instructor pacing, motion in the hallway, etc.). |
| 2. | Unlimited Extended Testing | Provide unlimited testing time to students.  Extended testing is designed to reduce the impact of a disability by allowing additional time for symbol recognition and decoding, cognitive processing, or to reduce the situational stress of a testing event. Tests can be proctored in Center for Student Success. |
| 3. | Reading of Tests | Coordinate with a student to provide an electronic copy of tests, or submit tests three days in advance to Center for Student Success. Facilitate a testing environment that is conducive to the use of a laptop or send tests to Center for Student Success to be proctored.  Readers and Scribes help to reduce the impact of a disability by providing alternative forms of information assimilation and expression. Readers and scribes augment the symbol recognition and decoding skills of students with visual impairments or cognitive processing disabilities. When used during testing, readers and scribes are not allowed to interpret, add to, or subtract from the material being tested. They read or write verbatim what is presented to them. Readers and scribes are available in Center for Student Success. |
| 4. | Use of a Spelling Device or Word Processor for Tests and In-class Written Work | Allow access to a spelling devise (i.e. dictionary, electronic speller, etc.) or word processor for tests and in-class written work. Tests can be sent to Center for Student Success to be proctored.  Spelling support is designed to reduce the impact of a disability by correctly sequencing information or improving memory recall of symbolic information. Word processors are helpful for longer essays. Word processors are available in Center for Student Success for scheduled tests. |
| 5. | Laptop for Essay Exams | Allow student to use a laptop or word processor for essay exams. May include speech-to-text software.  Some students with disabilities are unable to handwrite essay exams or short answers due to a disability that affects the physical or mental aspects of writing. |
| 6. | Alternate testing format | The student must have an alternative to Scantron tests. Answers may also be given orally. Other alternative methods include, picture cards, powerpoints, oral or recorded presentations. |
| 7. | Modified test/quiz/assignment format | Giant Wildcat Academy staff (GWA) will modify tests, quizzes, and assignments. These documents can be sent to the Center for Student Success and be modified there with the assistance of the GWA staff or the document can be sent directly to GWA staff. All documents will be kept confidential. |

**Responsibilities of the Student and Giant Wildcat Academy Staff:**

1. Pick up copies of the *Educational Accommodations Notification* letter from Center for Student Success and deliver one letter to each instructor for courses in which accommodations are requested.
2. Notify Center for Student Success of any changes in schedule (course numbers and sections) during the drop/add period at the beginning of each semester.
3. Initiate a meeting with the instructor to make the arrangements for accommodations. The meeting should be initiated within the first two weeks of a regular semester or within three class sessions of May or Summer terms.

**Responsibilities of Faculty:**

1. Provide tests to the CSS one (1) business day in advance OR provide for testing accommodations in a suitable location of your own.
2. Reach an agreement with GWA staff on how tests, quizzes, and assignments are proctored.

**Responsibilities of Center for Student Success:**

1. Provide proctors for exams and quizzes taken to Center for Student Success.
2. Serve as a consultant/liaison if problems or concerns arise regarding accommodations.
3. Provide a confidential place for GWA staff to modify tests, quizzes, and assignments.

Thank you for your assistance,

Sandra, MA

Director of Disability Services

Center for Student Succes