

Features to Support Accommodations and Modifications

Calvert Learning courses can be implemented and adapted in a variety of ways to support students of diverse abilities and promote academic success. If students require modifications or accommodations based on IEPs (Individualized Education Programs) or Section 504 plans, Calvert curriculum can be responsive to addressing distinct student needs.

The table below outlines a number of ways Calvert curriculum can be implemented or adapted to address the following considerations.

Accommodation	Feature/Consideration
Presentation Accommodations	
Instructions and material read aloud	Students can have text read aloud to them through the read aloud feature.
Multi-modal content	Content is presented through text, images, and video.
Few items per page	Content is chunked into small amounts of text and content per lesson.
Print Resources	Graded worksheets can be printed if necessary, and print versions of referenced materials are available for purchase by schools and districts. Additionally, content is available in a lesson manual that can be printed.
Recorded lessons	Lessons can be accessed and reviewed as many times as necessary.
Response Accommodations	
Audio Responses	While the curriculum often indicates a written response is required, students have the option to work with their teacher of record to submit verbal recordings, digital presentations, etc. and/ or leverage the help of their Learning Guide in submitting response.



Setting Accommodations	
Support for multiple settings	Students have the ability to learn where they feel most comfortable. While we encourage students to find a consistent learning space, they can use mobile learning spaces that best meet their needs. This could be a desk, laying on the floor, using tangible manipulatives for tactile experiences, or other accommodations that support a student’s individual needs.
Timing Accommodations	
Modifications for Time of Day/Scheduling Needs	<p>The following scheduling accommodations are possible while using Calvert curriculum:</p> <ul style="list-style-type: none"> • Students can start earlier/ later in the day. • Students can work around any support services they may receive throughout the day. • Students can take scheduled breaks, using appropriate, focused learning times, as needed. • Students can also start and end with their subject of their choice vs. following a standard brick and mortar schedule.
Additional time	Given the self-directed nature of the curriculum, students can spend additional time on a concept and/or move through material more quickly if the concepts have already been mastered. Every student has a Suggested Daily Schedule, but students can work with their teachers to find a pace that is appropriate for them.



Modification	Feature/Consideration
Assignment Modifications	
<p>Teachers assign alternate projects, assignments, or summative assessments</p>	<p>Some lessons contain the built-in feature called, Another Way. This feature supports the Learning Guide by providing an additional presentation strategy of the content as a scaffolding resource.</p> <p>Teachers may also add custom assignments to the Calvert gradebook or alter the grade on auto-scored assignments to reflect modifications.</p>
Curriculum Modifications	
<p>Teachers grade or assess using different standards or scales</p>	<p>The teacher can modify grading rubric and scaled based on student needs and/or IEP requirements.</p>
<p>Teachers omit assignments, projects, or assessments</p>	<p>The teacher can omit, or substitute assignments, projects, or assessments based on student needs and/or IEP requirements.</p>

