

2023-2027
**DISTRICT
CURRICULUM
ACCOMMODATION
PLAN**

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SECTION 1

DISTRICT PROFILE

The District Curriculum Accommodation Plan is aligned with the district's mission, vision, core values, and overall strategic plan.

MISSION

We are committed every minute, every hour, every day, to every student.

VISION

The Ashland Public Schools strives to be a model district that creates a culture of inclusivity for our diverse students and staff, who:

- feel safe and supported,
- are empowered with the academic and social-emotional skills to pursue their chosen path, and
- embrace their roles as positive contributors to local and global communities.

CORE VALUES

Safety: We believe in providing safe and supportive learning environments and facilities, which address the varied social, emotional, and health needs of all students and staff.

Responsibility: We believe in the importance of individual and group accountability to make thoughtful, appropriate decisions that produce positive results for all.

Respect: We believe in the inherent value of all: including oneself, one's peers, and all who are a part of our community and greater global society.

Excellence: We believe as individuals, schools, and a community in the cultivation of an environment in which each member is supported in achieving his/her greatest potential.

Integrity: We believe in making decisions that uphold the values of honesty, decency, and sincerity in all of our actions.

Please note: These demographics are current as of the 2023–2024 school year.



2,903

Total students



31.6%

Students whose first language isn't English



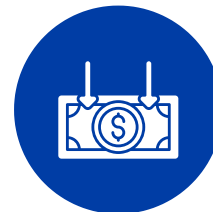
6.9%

English Language learners



20.3%

Students with disabilities



21.8%

Students identified as low-income

STRATEGIC OBJECTIVES

The strategic plan, formerly known as the Blueprint for Continuous Student Improvement, drives the district's priorities and objectives. The 2023–2028 strategic plan also informs the creation of our School Improvement Plans. Through our Site Councils and Ashland School Committee, we identify strategic and operational indicators and advocate for the budgetary resources required to successfully meet those goals and objectives.

EQUITY

- Maximize the academic growth of every student
- Provide more equitable access to all levels of curriculum and activities to provide more students with growth opportunities
- Promote appreciation of diverse perspectives to foster mutual respect and cultural understanding
- Improve upon and utilize fair and unbiased disciplinary practices
- Engage all families as partners in the educational process

SOCIAL AND EMOTIONAL LEARNING

- Enhance student social and emotional well-being
- Ensure all students have a sense of belonging and are connected to the school community
- Continuously improve school climate & culture
- Improve communication of SEL efforts and results to parents and the community

RESOURCE MANAGEMENT

- Provide safe environments for all students and staff
- Improve technology infrastructure and its integration into teaching and learning
- Prioritize facility enhancement and maintenance over the long term in a cost-efficient manner
- Enhance advocacy efforts and identify revenue sources to maximize resource opportunities

CURRICULUM AND PROGRAMMING

- Improve student learning, curriculum, and consistency of instruction, aligned to the Portrait of the Graduate, across grades
- Create comprehensive & individualized professional development opportunities to be able to meet each student's academic, social, and emotional needs as well as ensure the application of culturally responsive teaching practices
- Expand academic and extracurricular offerings to increase student opportunities to explore areas of interest
- Create effective, equitable and sustainable systems of collaboration and scheduling to maximize student learning for all

MASSACHUSETTS GENERAL LAWS CHAPTER 71, SECTION 38 Q 1/2

"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement."

MASSACHUSETTS GENERAL LAWS CHAPTER 71, SECTION 59C

"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan."

PURPOSE

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAP) to help ensure all efforts have been made to meet students' needs in regular education. The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet the needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom; Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to regular education staff through professional development and collaboration.

This Curriculum Accommodation Plan details procedures, programs, and support plans already available and implemented with the individual schools of the Ashland Public School District. Principals in consultation with faculty and school council members have formulated specific Curriculum Accommodation Plans at each school building. As these plans are developed and revised, the information should be helpful to support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents how Ashland Public Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation to succeed. Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation.

Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

DISTRICT COORDINATORS FOR CIVIL RIGHTS LAWS

All programs, activities, and employment opportunities provided by the Ashland Public Schools are offered without regard to race, color, gender, religion, national origin, sexual orientation, or disability. Questions regarding the implementation of these practices should be addressed to the appropriate coordinator listed below.

Equal Educational Opportunities Act of 1974

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 USC S1203 (f)]

Brittany Hawkins, *Director of Student Services*
87 West Union Street, Ashland, MA 01721
508-881-0155

Section 504 of the Rehabilitation Act of 1973

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

Jennifer Taylor, *Director of Counseling and Social-Emotional Learning*
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508-532-4015

Title I of the Elementary and Secondary Education Act of 1965

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring an ESL student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).

Michael Caira, Jr., *Assistant Superintendent*
87 West Union Street, Ashland, MA 01721
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Americans with Disabilities Act of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee(s) designated pursuant to this paragraph." [34 CFR 35.107 (a)]

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Additionally, the district has detailed information about the following laws as well as contact information for the respective coordinator at ashland.k12.ma.us.

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- MA General Laws Chapter 76, Section 5
- McKinney-Vento Homeless Education Assistance Act



SECTION 2

DISTRICT AND SCHOOL PROGRAMS AND SERVICES OFFERED

I. EDUCATIONAL PROGRAMS

Curriculum, Instruction, and Assessment

Where in existence, Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks are used as the basis of local curriculum planning.

Standards-Based Approach

Based on Curriculum Frameworks, local K-12 learning standards are developed and implemented for all students. Common assessments are developed to provide equity across grade levels, schools, and courses. Benchmarks are established on many assessments to set equitable expectations for student learning. Rubrics and exemplars are used to provide clear expectations for student learning at all levels.

Differentiated Instruction

Based on formative and summative assessments, educators will vary content, process, and product demands in response to students' needs.

Systematic Literacy and Mathematics Programming

UBD (Understanding by Design) is used across grade levels to systematically design, implement, and evaluate curriculum programming and instruction that address the needs of all learners.

Use of Assessment Data to Monitor Student Progress

Massachusetts adopted standardized test data is analyzed for aggregate trends and individual student performance. In addition, a variety of assessment tools are used to gauge student eligibility levels for additional support.

II. GENERAL EDUCATION SUPPORT SERVICES TO PROVIDE ACCESS TO LEARNING**Response to Intervention Team**

Each school has a structured Response to Intervention (RTI) process to review issues related to students who are not making effective academic, social/emotional, or behavioral progress. These teams are made up of administrators, teachers, guidance counselors, and specialists who review data, set learning goals, make recommendations for interventions, and monitor progress.

Reading Specialist Support

Targeted literacy support is provided to students at all schools who are identified as needing additional support.

English Language Learner Education Programming

ELL teachers and tutors support students who qualify for assistance.

Intervention Programming for State-Mandated Assessments

Schools that administer state-mandated assessments develop and maintain Individual Student Success Plans (ISSP) as active working documents to be used regularly by personnel who work directly with the student.

Counseling Services

Within the district, there are guidance counselors, adjustment counselors, psychologists, and other consulted specialists (such as BCBA) who provide various interventions to support individual student needs.

School Nurses

School nurses support physical and mental health, serve on building support teams, and help develop and implement district wellness plans.

School Resource Officer

The Town of Ashland provides a School Resource Officer. This officer provides proactive interventions with at-risk students and works with leadership teams to develop prevention programs.



SECTION 3

GENERAL ACCOMMODATIONS

In Ashland, we believe all students are capable of success.

The following general accommodations are recommended to provide support for the student's academic, social emotional, and behavioral needs. They are listed based on the type of accommodation.

Additionally, while a standalone “culturally responsive” section has been included, the District believes all students should receive instruction that integrates culturally sustaining education and is linguistically responsive. To ensure equitable access to learning, each accommodation has been carefully selected with equity and inclusion in mind, regardless of which section it's placed in.

| HELPING FOCUS ATTENTION | | | | |
|--|--|---|--|--|
| | Pre-K | Elementary | Middle | High |
| Activate Prior Knowledge | Connections to songs, books, and experiences at school/home | Songs, videos, books, photos, class discussion, text connections, past experiences | Teachers use strategies that allow students to make connections with prior learning. Do Nows and intro discussions. | Warm up activity, review questions on the previous night's homework |
| Provide positive reinforcement | Behavior specific feedback of expected behaviors and hard work; varying reinforcement-high-fives, thumbs, verbal, bees | Verbally, visually on a chart, nonverbal cues | Teachers compliment and praise student effort and desired behaviors. | Teachers compliment and praise student effort and desired behaviors. |
| Frequent checks for assignment progress/ completion | Active supervision and check ins from staff | Teacher checks in with all students to monitor student progress and gauge understanding | Teacher checks in with all students to monitor student progress and gauge understanding | Build in due dates for different parts of long term assignments |
| Give advance warning of transitions | Use of timers, chimes, lights as warnings. XX you will go next, after XXX. | Use time reminders and visual audio timers in class. | Use time reminders and visual audio timers in class. | Use time reminders and visual audio timers in class. |
| Use physical proximity to help student refocus | Use staff body for positioning in between distractions, other students, etc.; provide gestural prompts within arms reach; preferential seating as needed | Physical proximity when seated at their desk, on the rug, in line | Stand next to student to help with focus. Have the student seated close to the teacher's desk or away from distractions. | Stand next to student to help with focus. Have the student seated close to the teacher's desk or away from distractions. |

| ENVIRONMENT | | | | |
|--|---|--|---|---|
| | Pre-K | Elementary | Middle | High |
| Build routines and practices that reduce distraction and increase active engagement | Behavior specific directions- if you can hear me... touch your nose, etc | Cold calls, popsicle sticks from a jar, content specific anchor charts | Use Do Nows and exit tickets to start and end class. Post and review agendas and learning objectives. | Cold calls, build in note-taking routines |
| Help keep student's work area free of unnecessary materials | Material organizers for table/center activities | 1. Take a photo of what the work area should look like. Attach photo to work area. 2. Provide tools (i.e., baskets, folders, binders) to help organize the student. | Set expectations at the start of the year and reinforce as needed. Compliment model behavior. | Make it clear what materials they should have out for each activity (Chromebook or not, etc.) |
| Use checklists to help the student get organized | Visual sequencing boards (e.g., dressing/undressing or unpacking backpack) | Provide visual checklist with pictures | Graphic organizers to help students manage assignments | Checklists for long term assignments/projects, graphic organizers for essays |
| Provide opportunities for movement | Add examples of movement breaks | Go Noodle , Koo Koo Kazoo Take a walk around the building, run an errand i.e., deliver stacks of paper to the office, check a teacher's mailbox, exercise menu hung outside the classroom door | Arrange movement breaks and incorporate strategies such as carouselling into daily lessons | Allow breaks (walking) with a concrete time limit |
| Provide seating options (sensory, input, back supports, location) | Options for rug positions — mermaid, crisscross; on belly, legs out straight; standing when possible; cube chairs, riftons; stadium seats | Standing desks, wobble chairs, rubber band for feet, vibrating cushion, scoop chair, sensory cushions , responsive classroom rugs. | Standing desks, balance seats | Standing desks are an option, preferential seating |

| CULTURALLY RESPONSIVE | | | | |
|---|--|---|---|--|
| | Pre-K | Elementary | Middle | High |
| Display culturally-responsive classroom decor/posters/ materials | Use languages students speak in the home-circle, centers; choose variety of books/materials reflecting students' culture, race, identities | Incorporate a variety of cultures to highlight in your all school assemblies, display characters/people of multiple diversities, pictures books should represent diverse characters and diverse authors. LGBTQ should also be represented. | Display and highlight cultures represented in the school. Posters, events should be incorporated | Use materials that relate to the curriculum and reflect diversity and equity. Chad McGowan offers to print posters for teachers at the high school. |
| Learn and use correct pronunciation and preferred name of student; including pronouns | Shift to friends, kids, team, room instead of boys/girls | "Pronouns we use in class" Poster | Take the time to get to know students and make personal connections | iPass has an option for preferred name as well as pronouns |
| Recognize many newcomer English Learners experience a "silent period" or culture shock, requiring additional patience and support (e.g., create many opportunities for small successes). (SEI) | Provide a total communication approach—visuals paired with language and actual object if possible; praise all communication attempts | Think about appropriate placement, peers with similar background and shared languages, provide a mentor/ buddy to support a new student (ideally another student who speaks the same language), provide visuals on a ring for students to express their needs/wants | Arrange connections of students with peer groups. Use technology to help promote effective communication, such as talking points and Google Translate | Allow newcomers to listen and absorb the language rather than focusing on the content. Try to pair them with students who speak their native language to help with the transition. |

| USE OF GROUPS AND PEERS | | | | |
|--|------------------------------|--|---|---|
| | Pre-K | Elementary | Middle | High |
| Utilize cooperative or collaborative learning strategies, (think-pair-share and other examples, when appropriate) | Turn and talk; polls/ voting | Peer editing , jigsaw strategy , numbered heads together , tea party , round-robin , write around , carousel | Teachers incorporate collaborative learning strategies into their teaching such as carouselling, think, pair, share, and partner work. Use of clock buddies | Turn and talk |
| Allow student to share with peer prior to sharing with whole group. | | | Think, pair, share | |
| Allow student to repeat directions to peer or staff. | | | | |
| Encourage student to use strategies that promote self advocacy and independence. | | "See three before me" Poster , Post in Google Classroom when appropriate | Teachers review expectations with students at the start of each assignment. See three before me. | Encourage student to look back at notes first (help student find appropriate notes) |

| TIME DEMANDS | | | | |
|--|--|--|--|--|
| | Pre-K | Elementary | Middle | High |
| Increase time allowed for completion of assessments or assignments | | | Use Discovery to increase assessment time and set up after school opportunities for students | Page by page testing for test security reasons. Allow extra time if actively working. |
| Reduce the amount of work or length of assessments | | Circle/highlight only the questions to be answered, reduce the number of questions being asked | Highlight essential questions and base length of assignments on demonstrating understanding of the content/concept | For questions of a similar nature, select the most crucial ones for the student to demonstrate understanding/mastery |
| Prioritize assignments and/or steps to completing assignments for the student | | Check list for "To-Do's" | Provide checklists and graphic organizers | Create a checklist and timeline for the student for large assignments |
| Integrate short work periods with breaks or change of tasks | | Utilize movement breaks throughout longer class periods | Creatively plan lessons that allow for multiple activities and movement breaks | Create a task list and a short break at the completion of each task. Allow for short walks using eHall Pass. |
| Set time limits for specific task completion | Use of timer in general to support understanding the concept of time | Use a timer, either physical or on a device, as a reminder. Project timer on the board for students to view. | Use timers and provide frequent time reminders | Use a timer and student has to submit at the end of time |
| Monitor and encourage effective use of time cueing | | Periodically prompt students with how much time is left. | Provide frequent time reminders during activities. Teachers actively monitoring all student progress. | Remind student of how much time is left or develop a signal |

| PRESENTATION OF MATERIALS | | | | |
|--|--|--|--|---|
| | Pre-K | Elementary | Middle | High |
| Provide authentic learning experiences. | Multisensory activities — practice/review of activities with different materials-write letters w/different utensils, in sand, shaving cream, paint, Play-Doh, etc. | Hands-on learning experiences, student led conversations | Relate learning experiences to students and tie into their world | Relate curriculum to real life applications |
| Break assignment into segments of shorter tasks (chunking). | | Highlight problems for students to do, fold paper in half, so student only sees half the questions | Use checklists, post assignments in Google Classroom with specific instructions. | Create a task list for the student for long assignments |
| Use concrete examples of concepts before teaching the abstract. | Use of tangibles/ manipulatives; model activity first | Use of manipulatives, tangible objects | Activate prior knowledge, provide exemplars and model concepts for students | Activate prior knowledge, provide exemplars and model concepts for students |
| Print clearly; utilize preferred fonts | | | | |
| Reduce the number of concepts presented at one time. | | | Break lessons down into small chunks, scaffolding | |
| Provide an overview of the lesson before beginning. | Preview activity at center or walk through steps with sample product | Post objective | Use Do Nows to set the tone. Post and review agenda and learning objectives. | Post objective and agenda on whiteboard or Google Classroom |
| Monitor the student's comprehension of vocabulary used during instruction. | Check ins; core vocab words | Frequent check-ins, review vocabulary prior to lesson | Use informal assessments during the lesson and exit tickets to check for understanding | Incorporate checks for understanding and repeating definitions verbally |
| Support instruction with real-life objects (realia), imagery, and/or body language whenever possible. | | | Use manipulatives that add meaning to the content/concepts being taught and allow for the students to make connections | |
| Schedule frequent short conferences with the student to check for comprehension. | 1:1, small group work | Have the student close their eyes and try to visualize the information | Teacher consistently circulates around class during the lesson and checks in with students | Require the student for an x-block activity to allow time to check in |
| Identify important concepts to be learned in text or material. | | Review lesson goals to begin and summarize lesson goals at the end of lessons | Post and review learning objectives at the start of each class | Provide "Big Ideas" to keep in mind prior to lesson |
| Provide clear, concise directions and concrete examples | Break down directions into steps — on visuals- 1, 2, 3 or first/then boards | Break down directions into steps — on visuals- 1, 2, 3 or first/then boards | Provide written and verbal instructions. Project on the board and post in Google Classroom. | Pair auditory directions with written directions |
| Assign tasks at an appropriate reading level | | | Use NewsELA | |
| Provide visuals, translations, or simplify language and organization of assignments. | | Use checklists and graphic organizers. Keep instruction specific and concise. | Use checklists and graphic organizers. Keep instruction specific and concise | Consider how much information is provided on one page. Use checklists and graphic organizers. |

| PRESENTATION OF MATERIALS | | | | |
|---|--|--|--|--|
| | Pre-K | Elementary | Middle | High |
| Provide conversation frames, word/ phrase banks, or visual support. | Name cards, number lines | SEI Strategies , Sentence Frames | Sentences starters, word walls, posters/ diagrams highlighting content | Sentences starters, word walls, posters/ diagrams highlighting content |
| Adjust presentation of paper-based instructional materials | Create lines, visual boundaries or starting points as needed | Allow for ample work space on paper assignments, larger line spacing for writing/ grid paper for math, | Use large, easy to read fonts, provide translated materials. Include resources in Google classroom | Double space lengthy text, put space between questions/problems |
| Avoid use of abstract language such as metaphors, idioms unless directly tied to the curriculum. | | | | |
| Provide a note outline | | | | |
| Provide access to completed notes | | | | |

| VISUAL PROCESSING | | | | |
|---|---|--|---|---|
| | Pre-K | Elementary | Middle | High |
| Identify information to be learned | Present objective verbally / visually | Clearly articulate keywords, ideas, or goals for each lesson | Post and review agenda and learning objectives at the start of each class | Post clear objective rather than just saying it |
| Keep written assignments free from extraneous and/ or irrelevant distractors. | Post only questions, graphics, and content that are related to the specific task. | Post only questions, graphics, and content that are related to the specific task. | Post only questions, graphics, and content that are related to the specific task. | Post only questions, graphics, and content that are related to the specific task. |
| Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning | | Summarize the tasks, list "First, then, next, last" on board, have student repeat the task at hand | Check for understanding during instructions and call on students to provide the steps/process | Have student reiterate the instructions before beginning visual task |
| Have student repeat directions before beginning task | | | | |
| Utilize techniques such as blocking (block assignments into smaller segments), cutting (cut into sections), folding (fold into sections), and highlighting, color-coding or underlining. | Highlight for student tracing | Highlight problems for students to do, fold paper in half, so student only sees half the questions | | |
| Allow low vision aids and/or large print materials | | | | |

VISUAL MOTOR INTEGRATION AND WRITTEN EXPRESSION

| | Pre-K | Elementary | Middle | High |
|---|---|---|--|--|
| Allow student to use cursive, printing, or typing | | | Students can demonstrate understanding using preferred method of writing | Students can demonstrate understanding using a preferred method of writing. Provided typing, an assignment can be done when not in conflict with skill being assessed. |
| Set realistic and mutually agreed upon expectation for neatness | | Provide visual examples | Provide exemplars and set expectations at the start of each assignment | Provide exemplars |
| Allow for untimed tasks | | | | When not in conflict with the skill being assessed |
| Provide copies of notes | Upper/lower; teacher scribe - tracing | | Teacher can provide students with notes, either photo copied or in Google Classroom. | Peer notes could be an option. Have student take pictures of peer notes. |
| Provide sentence frames, sentence starters, and/or word banks | Word lists; name cards, number lines, etc. | Sentence Frames | | |
| Provide opportunity for students to utilize varied types of paper | Have an area in the room setup with a variety of different choices, lined, dotted lined, grid paper, large lines, small lines | Have an area in the room setup with a variety of different choices, lined, dotted lined, grid paper, large lines, small lines | | |
| Provide opportunity for students to conference orally prior to writing | | Whisper phones when applicable, with a peer or with an adult | | X-block could be a good time to do this |
| Create a task list for the student | | | | |

| LANGUAGE PROCESSING | | | | |
|--|--|--|---|--|
| | Pre-K | Elementary | Middle | High |
| Provide written directions to supplement verbal directions | Visuals to accompany written directions | | Teachers provide visuals, exemplars, and rubrics and project directions | |
| Utilize visual aids such as charts and graphs | | | Teacher use posters and charts in the classroom related to content. Students receive resources, including online resources to use to help make connections with the content/concepts being taught | |
| Slow the pace of presentations | Sing songs slowly; allow for opportunities to fill in | | Teachers take time to check for understanding throughout the lesson. This allows to check for understanding and provide clarification. Teachers utilize appropriate wait time | |
| Paraphrase information using simple, clear and concise sentences | Speak in short, concise sentences; allow for wait time | | | |
| Avoid use of abstract language such as metaphors, idioms unless directly tied to the curriculum. | | | | |
| Routinely check for understanding | | | Teacher uses thumbs up/ thumbs down, asks for students to summarize topics being taught, exit tickets | |
| Pre-teach vocabulary | Identify key vocab in classroom, newsletters, etc. for each unit | Review of prefixes/ suffixes, provide a word bank and display it | Word walls in classrooms. Implements Do Nows focusing on key terms | |
| Reduce the amount of extraneous noise (consider allowing headphones or providing alternate workspace) | | Noise-cancelling headphones, study carels | | |
| Establish student's attention before expressing key points | | | Establishes and reinforces routines around class and student expectations — an example would be a teacher using the phrase "all eyes on me" when asking for the classes' attention | Eye contact or a signal they are ready |
| Utilize manipulatives and hands-on activities whenever possible | | | Teachers incorporate activities that allow for direct student engagement, science experiments, group activities, projects | |
| Activate prior knowledge | Discuss past activities- same/different | Use of short videos, pictures, songs, book titles | Teachers introduce new content/concepts by activating prior knowledge | Warm up activities |
| Utilize cueing strategies | | Cueing strategies | Proximity to students, verbal cues such as "all eyes on me" or use of a bell | Alert students to which question they will be expected to answer, eye contact, tapping on the desk |
| Develop language acquisition objectives for the lesson (SEI) | | Six strategies | Teachers implement SEI strategies to help with language acquisition | |

WORKING WITH A HESITANT LEARNER

| | Pre-K | Elementary | Middle | High |
|--|--|--|--|--|
| Frequently check for understanding | Morning check in for how students are feeling | Morning check in for how students are feeling; Thumbs up/ thumbs down, one on one check ins, | Thumbs up/thumbs down, one on one check ins, | Thumbs up/thumbs down, one on one check ins, |
| Give a personal cue to begin work | | Thumbs up, wink/nod, | Proximity to students, predetermined cues with student | Light tap on desk, etc. |
| Provide timely reinforcers and feedback | Positive behavior specific feedback- I see how hard you are working on writing those letters | Positive behavior specific feedback- I see how hard you are working on writing those letters | Compliment desired behaviors | Compliment desired behaviors |
| Introduce the assignment in sequential steps; chunk assignments | First then:1, 2, 3 | Highlight problems for students to do, fold paper in half, so student only sees half the questions | Teachers post and review agenda and learning objectives to start class. | Provide checklist and/or graphic organizer |
| Provide time suggestions for each task | Timers | Timers, agenda with posted time | Teacher uses a timer and provides frequent time reminders to help students stay on task and use time effeciently | Provide agenda for each class, use timers when appropriate, include this on the rubric or assignment checklist |
| Provide a checklist for long, detailed tasks | | Students are given rubrics, graphic organizers and task check lists | Students are given rubrics, graphic organizers and task check lists | Students are given rubrics, graphic organizers and task check lists |
| Utilize reinforcers and motivation | | Token boards, stickers, visit a preferred adult to celebrate success, break after completion of assignment | Provide positive reinforcement for desired behaviors and praise student effort | Provide a walking break as a reward for completion of task (timed) |
| Create a contract with student | | Behavior contracts | Teachers take the time to make connections with all students. Interest inventory to start the year. | Attendance contracts, behavior contracts |

| GENERAL ACCOMMODATIONS | | | | | |
|---|---|---|--|---|---|
| | Pre-K | Elementary | Middle | High | All Levels |
| Establish and practice consistent expectations and routines. | Individualized schedule; dense reinforcement based on preferences; enforce and follow through with demands | Responsive Classroom practices, interactive modeling , establish routines and expectations at the start of the year and consistently reinforce. Post and review daily agenda and learning objectives at the start of each class | Establish routines and expectations at the start of the year and consistently reinforce. Post and review daily agenda and learning objectives at the start of each class | Establish routines and expectations at the start of the year and consistently reinforce. Post and review daily agenda and learning objectives at the start of each class. Create an individual student contract if necessary. | |
| Engage students in determining consequences and restorative practices when expectations are not met. | Use natural consequences (e.g., spill paint so need to clean up) instead of punitive | Teacher has discussion with individual students based on behaviors and expectations. Provide rewards for meeting expectations. | Teacher has discussion with individual students based on behaviors and expectations. Provide rewards for meeting expectations. | Teacher has discussion with individual students based on behaviors and expectations. Provide rewards for meeting expectations. | |
| Proactively alert students to changes in schedules or routine | Review changes in schedule/ indicate visual representation- star, etc.; preview/ review when possible; preview next day at end of each day... | Post them on the board | Start each class by reviewing the daily agenda with students and highlight any changes. If possible, review the day/week ahead with students. | Greet them at the door on their way in and allow time to adjust | |
| Ensure students have at least one daily task they can complete successfully | | | | | |
| Use of self-regulation tools such as: scale/ chart, emotional thermometer, Zones of Regulation, segmented clock, timers, mobile device | | Regulation Station | | | Calming Strategies Toolbox |
| Designate and allow access to a calming area | Feelings Station | Regulation Station | Provide students with access to resources such as school psychologist, adjustment counselor and guidance | Access to the counseling office | |
| Allow time for the student to keep a journal to record anxiety-producing thoughts which can be shared with a trusted adult | Drawing your feelings when upset, etc. | | | | |
| Provide time for relaxation and/or movement | Tools to try cards; structured rest time/ meditation | Exercise menu outside classroom door, run errands for the teacher, take laps around the building | Scheduled breaks or walks. Create pre-determined errands for students to complete. | Scheduled breaks or walks. Create pre-determined errands for students to complete. | |
| Collaborate with the student to solve problems | | | Actively engage in conversations with students about behaviors, antecedents, and possible rewards for desired behaviors | | |
| Create opportunities for choice | Choiceless choices- red/blue crayon, etc. | Provide choice menu | Give students options on how to demonstrate understanding and/or options to help student de-escalate | | Offering Choices Choice Menus for Classrooms |

| GENERAL ACCOMMODATIONS | | | | | |
|---|---|--|--|--|---|
| | Pre-K | Elementary | Middle | High | All Levels |
| Chunk assignment to assist with completion | | | | | |
| Respect personal space to maintain student's comfort | Various greetings-real hug/air hug; teach bubble/ personal squares; line spots; cubby space, etc. | | Ask student about comfort levels and their needs | | |
| Utilize interest inventory to strengthen 1:1 connection | Preference assessment for reinforcement/ engagement | | Teachers make connections with each student. This can include interest inventories and giving student choice in assignments. | Can use Google Classroom to pose a question of the day | Moments of Genuine Connection Knowing Each Student |
| Provide opportunity for alternate environment within classroom or in another setting | | Provide a quiet/ personal space in the classroom that is just for this student to access when needed | Identify safe spaces for students and provide access when necessary, i.e., guidance, office, etc. | | |
| Identify a trusted adult to connect with student on a regular basis | | CHICO (check in/check out), pass to see trusted adult as needed | Advisory, conversations with students to identify trusted individuals | | |

| ORGANIZATION | | | | |
|--|---|--|--|--|
| | Pre-K | Elementary | Middle | High |
| Provide an established daily routine | Schedule posted in room, individualized as needed-first/then; visual list; transitions songs-halls, clean-up; snack time, etc.; clear rules/norms posted and reviewed | Visual personal schedule (attach to student's workspace, anchor chart displayed on board, photos of student completing the daily routine | Start each class the same. Post and review the daily agenda and learning objectives. Review expectations around desired behavior and work/effort. | Start each class the same. Post and review the daily agenda and learning objectives. Review expectations around desired behavior and work/effort. |
| Provide clear rules and consistently enforce them | Class norms; preview/ review around expected behavior for specific activities; PBIS language/ reinforcement | Establish a classroom contract, rules and expectations, to be reviewed after breaks | Establish class norms and rules at the start of the year. Include students in their creation. Provide frequent reminders and consistent reinforcement. | Establish class norms and rules at the start of the year. Include students in their creation. Provide frequent reminders and consistent reinforcement. |
| Provide visual exemplars or steps | Work samples, to-do list/ visuals | Save student work from prior years if applicable | Use past student work as exemplars. Provide students with detailed instructions. | Use past student work as exemplars. Provide students with detailed instructions. |
| Frequently check the organization of the student's notebook | Pack/Unpack — cubby | Provide an exemplar of well-organized notebook | Frequent check ins with students and provide/post table of contents or notebook contents | Frequent check ins with students and provide/post table of contents or notebook contents |
| Provide the due date on written assignments | | | | |
| Collaborate with parents | | Email/call parents with academic and behavioral updates on a regular basis. Ask for parent input. | Email/call parents with academic and behavioral updates on a regular basis. Ask for parent input. | Email/call parents with academic and behavioral updates on a regular basis. Ask for parent input. |
| Create checklists and rubrics for student | | Provide students with scoring rubrics, assignment outlines and clear instructions | Provide students with scoring rubrics, assignment outlines and clear instructions | Provide students with scoring rubrics, assignment outlines and clear instructions |

| DIRECT SOCIAL EMOTIONAL ACCOMMODATIONS | | | | |
|--|---|--|---|--|
| | Pre-K | Elementary | Middle | High |
| Ask clarifying questions to determine student understanding of specific situations and expectations | Break down questions; actually practice the behaviors — let's practice walking in a line, out to recess, etc. | Have students repeat back instructions or steps | Take the time to ask pointed questions that allow the student to provide answers and explanations. Get their side of the story. | Ask the student their perspective first |
| Utilize appropriate wait time strategies, such as prompting and re-prompting, as needed | WAIT (Why am I talking?); singing songs, wall push up, counting | Allow students time to process the question and provide an answer. Teacher should count in their head to be consistent with wait time. | Allow students time to process the question and provide an answer. Teacher should count in their head to be consistent with wait time. | Allow students time to process the question and provide an answer. Teacher should count in their head to be consistent with wait time. |
| Validate student's feelings first, then give choice of attainable demands | | Listen to what students have to say, see their side, and then present the other side. Allow them to make connections with what is being asked of them. | Listen to what students have to say, see their side, and then present the other side. Allow them to make connections with what is being asked of them. | Listen to what students have to say, see their side, and then present the other side. Allow them to make connections with what is being asked of them. |
| Use calm verbal language/tone | Use a level tone or match the student's energy | | Staff remains calm and de-escalates, give student options allowing them to make a choice | Staff remains calm and de-escalates, give student options allowing them to make a choice |
| Allow silence and physical space for de-escalation and reflection | Feelings Station | Regulation Station | Use pre-determined safe or quiet spaces, this could be guidance, the Learning Center or conference room. Allow for student to regain composure. | Use pre-determined safe or quiet spaces, this could be guidance, the Learning Center or conference room. Allow for student to regain composure. |
| Develop a visual or signal with the student to alert the teacher of social/emotional stress or need for a break | | Colored index card, two fingers, normalize the regulation station | Staff meets with students to determine visual cues or signals to show social/emotional stress/escalation. This is based on each student and comes from collaborative conversations. | "Red card" shown to the teacher by the student. Verbal cue like, "do you need a break" to allow student choice to leave the room. |
| Assist in the creation of positive social situations | Pair with preferred activities to develop relationship; initiate games | Seek counselors for social stories or plays, lunch bunch | | Help find a place to sit at lunch with peers |
| Prompt students to set goals, develop an action plan, and reflect on their progress on specific SEL skills | | | Have students work with support personnel to set and work towards goals. This should include incentives and rewards for making progress | |

| ADDRESSING BEHAVIORAL CONCERNS | | | | | |
|--|---|---|--|---|--|
| | Pre-K | Elementary | Middle | High | All Levels |
| Utilize planned ignoring strategies. | De-escalation strategies- link slide deck; positional placement, prompt wait strategy | | Teacher ignores minor behaviors that are attention seeking and not a disruption to the learning environment | Teacher ignores minor behaviors that are attention seeking and not a disruption to the learning environment | Using Planned Ignoring |
| Redirect undesirable behaviors | Comment on others doing expected behavior- I see that XX is sitting at circle or let's use our walking feet in the hallway. Positive vs. negative — instead of don't do... do this... | | Teacher redirects off task students and provides praise and compliments when students exhibit desired behaviors | Upperclassmen model behavior for younger/new students (e.g., "We don't do that here.") | |
| Seek input from appropriate building based colleagues | Consult time | Counselor, BCBA, Psy, last year's teacher. | Staff reaches out to and meets with colleagues including guidance, school psychologist and administration to brainstorm ideas and interventions | Counselor, school adjustment counselor, psychologist, Ac. Foundations teacher, dean, other classroom teachers, coaches... | |
| Speak privately to student about inappropriate behavior without the audience of peers | Non-verbal cues and signals for classroom/student specific | | Teacher speaks privately with student to discuss behaviors and expectations. These meetings can include guidance and/or individuals the student trusts | Utilize hallway to have a conversation, have the student speak first about their behavior and what lead to being asked to have the conversation | Using Private Corrective Chats |
| Use of behavior cue cards, graphic organizers, social stories, role-playing | Systematically implement a strategy and use it consistently for at least 2 weeks-take data | Consult with counselor/Sch Psy or Admin for social stories. | Teacher utilizes pre-determined visual cues such as cards or other items to help redirect student focus and attention | | |
| Behavioral modification-charts, checklists, plans, incentives | PBIS, behavior guidelines | Consult with BCBA is anything formal needs to be written | Teachers implement behavior charts and utilize incentives to reward positive behavior and work completion. | | |
| Use visual/auditory reminders of behavioral expectations | | Timers, visual reminders, photos of student doing the "right" thing | Teachers use praise and compliment good behavior and effort. Implement pre-determined visual cues to reward student. | | |
| Provide specific feedback regarding student progress | | | Provide parents and students with detailed feedback about progress through email, phone calls and meetings | Provide parents and students with detailed feedback about progress through email, phone calls and meetings | |
| Allow time for students to make decisions | Intentional wait time before calling on a student- let's think about this together; demonstrate expected behavior; with appropriate wait time | | Use appropriate wait time when asking questions or giving options. | Increase wait time and give them a break to think then come back | |
| Provide opportunities for student to assume leadership roles | Class jobs — giving directions | Classroom jobs, book clubs, pointer on foundations | Determine student interests and provide opportunities to be a leader in and out of the classroom. | | |
| Provide opportunities for student choice | Choiceless choices | | Give students options to demonstrate understanding and make decisions about behavior. If, then options | | Offering Choices |
| Utilize culturally responsive teaching practices | | Have/ Display a wide variety of culturally text/authors from varying backgrounds. | Treat each event independently and take all aspects of the student's background into consideration when interacting with the student and family. | Try to understand the root of behaviors and why they might be present for the student | |

| ASSESSMENT FORMAT | | | | |
|--|---|-------------------------|---|---|
| | Pre-K | Elementary | Middle | High |
| Provide students a variety of assessment methods to demonstrate mastery | Use work samples; manipulatives, observations, verbal answers | Paper, oral, matching | Test, projects, group activities, give oral answers, slide shows, etc | Test, projects, group activities, give oral answers, slide shows, etc. May not be appropriate depending on the course |
| ***Allow student access to reference sheets, graphic organizers, translation dictionaries or software, sentence starters/frames, rubrics when completing assessments | | | Students are provided with resources that allow them to access the curriculum and demonstrate understanding | May not be appropriate depending on the course |
| ***Adjust presentation of paper-based instructional materials | | | Provide paper based instruction in google docs which allows for the changing of font, font size, color, etc. Also allows for translation. | |
| Allow students to present mastery of content in a variety of ways. | | Paper, oral, matching | Same as #2 above | |
| Highlight key directions | Verbally breakdown steps — cut, color, copy, etc. | | The teacher emphasizes key directions, projects them on the board, highlights in text and has the student repeat them. | |
| PRIOR TO ASSESSEMENT | | | | |
| Teach test-taking skills | | | Teachers conduct lessons introducing, teaching and reinforcing specific test teaching skills | |
| Administer practice activities, review sheets, and study guide | | | | |
| Simplify language or translate assessments when appropriate | | Identify key vocabulary | | |
| DURING ASSESSMENT | | | | |
| ***Assist the student in tracking test items | | | | |
| Read aloud selected words or phrases; utilize appropriate SEI strategies | | | | |
| Read directions to student | | | | |
| Have student reread and restate directions in his/her own words | | | | |
| Allow students to read assessments aloud | | | | If separate setting is available |
| Provide sentence frames/ starters, translations, word/ phrase banks, etc. when appropriate | | | | |
| SETTING | | | | |
| *Provide distraction-free space or an alternative location for the student (study carrel, front of classroom) | Table, rug, quiet space | | | |
| Allow frequent breaks during testing | Assess over multiple days if necessary — chunking testing times | | | Page by page testing |
| Assess smaller units of the curriculum over multiple days | | | | May not be appropriate depending on course |
| *Provide additional time | | | | |
| AFTER ASSESSMENT | | | | |
| Provide specific feedback to ensure student proficiency and understanding of content | | | | |
| Give some credit for partial completion | | | | |
| Re-teach content to ensure student proficiency and understanding of content when appropriate | | | | |

*** These accommodations may not be available for state testing or college board exams.



SECTION 4

ADDITIONAL RESOURCES AND REFERENCES

Accommodations for English Language Learners

If you have questions about general accommodations or best practices for English Language Learners, collaborate with ELL staff and communicate about pre-teaching. Visit ashland.k12.ma.us/ELE for more information.

Acknowledgments

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Review of the DCAP is an ongoing collaborative effort by the Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Student Services, Director of English language Education, building principals, and various other team members. **This document is accurate as of its September 2024 publication.**

References

Portions of this document were created using resources from:

- [Massachusetts Department of Education](#)
- [Mendon - Upton School District](#)

Contact Information

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Notes



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