Ashland Public Schools

District Curriculum Accommodation Plan

ASHLAND PUBLIC SCHOOLS
District Curriculum Accommodation Plan

Our Vision:
The Ashland Public Schools will be a model district that embraces the academic and social-emotional growth of all students through a supportive, collaborative and challenging experience. Our students will develop into life-long learners who will contribute positively to society.

We Believe:
Every student deserves a safe, engaging, and inclusive learning environment, that empowers them to acquire and develop the necessary skills and knowledge to become active, caring, and passionate life-long learners and citizens in an evolving and diverse world.

District Curriculum Accommodation Plan:
In accordance with Massachusetts General Laws, every district is required to adopt and implement a DCAP. This DCAP serves as a resource for principals, teachers, and staff in ensuring that all possible efforts are made to meet the needs of students needs in the general education setting.

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Section 1
Blueprint, Laws and Purpose

Blueprint

Our Blueprint for Continuous Student Improvement serves as the foundation for all the work that we do and the decisions that we make. This Blueprint is reviewed and updated every year to meet the needs of our students and community.

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 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 supports 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 prove to be helpful to support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents the ways in which 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 in order 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.

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 basis of local curriculum planning.

Standards-Based Approach

Based on Curriculum Frameworks, local K-12 learning standards for all students are developed and implemented. 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

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

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 for 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 that 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.

District Programs and Supports

PreK - 12	
-Guidance Counselors	-ELL teachers
-Modified curriculum modalities	-Behavior Specialist
-School Psychologists	-Occupational Therapists
-Assistive technology	-504 Plans
-School Adjustment Counselors	-Physical Therapists
-Special Education Staff	-RTI Teams
-School Resources Officer	-PBIS Teams
-School Nurses	

PreK	K-2	3-5	6-8	9-12
	-Tiered Support Block: grades 1 and 2 -Literacy Support: all grades -Math Support: grades 1 and 2	-Tiered Support Block -Literacy Support -Math Support -ISSP (Individual Student Success Plan)	-Math Support -Literacy Support -ISSP (Individual Student Success Plan)	-Peer tutoring -Peer mediation -modified schedules -alternative education programs

III.   Personnel Available to Provide Consultation to Assist Educators with DCAP

Principals	Adjustment Counselors
Assistant Principals	Curriculum Coordinators
Psychologists	Occupational Therapists
Media Specialists	Physical Therapists
Literacy Teachers	Special Education Teachers
Speech and Language Pathologists	ELL Teachers
Guidance Counselors	School Nurses
School Resource Officer	BCBA
Paraprofessionals	

Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to provide input regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.

IV.   Accommodations Provided within General Education Programs When Appropriate

Accommodations are provided to students identified as needing additional supports in the general education classroom. These supports include accommodations that address academic, behavioral, and social/emotional needs. Each school has specific accommodations listed in its D/BCAP.

V.   Professional Development, Induction, and Support for Educators

Graduate Courses

Educators can receive reimbursement for graduate courses which are relevant and directly related to district and school improvement goals.

Job Embedded Professional Development

Expertise is shared through professional collaboration, facilitated by vertical teams, curriculum coordinators, administrators, and/or teachers.

Professional Development Workshops

The district works collaboratively with its professional staff to offer professional development time throughout the year, half or full day experiences devoted to key areas of focus. In addition, various after school workshops are held, often led by peers, to discuss, develop, and model best practices.

Conferences

The district supports educator attendance at various conferences sponsored by professional associations related to key education topics that support district and school goals.

The New Teacher Academy

The purpose of this induction program is to support new teachers in their roles and professional responsibilities as educators in Ashland Public Schools. This includes opportunities to collaborate with colleagues and identify ways to support all students. All first year professional staff are assigned a Mentor. Mentor training begins prior to the start of school and is ongoing throughout the year. Peer observations between the mentor and new teacher are required.

Supervision and Evaluation

Ashland Public Schools has adopted the Massachusetts Model System for Educator Evaluation. All professional staff are rigorously evaluated on standards of Curriculum Planning and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture.

VI.   Volunteer and Community
VII. Resources

Parent Groups

There are a variety of parent and community groups from which the district benefits. These groups include the Superintendent's Advisory Council, school site councils, PTO, ASHPAC, Decisions at Every Turn, Clocker Club, Dads Groups, various volunteer groups, and more.

Intergenerational Program

Volunteers provide additional literacy support to students in the middle school

Volunteers

Classroom and school-wide volunteers are welcome in our schools both as individuals and groups.

Ashland Education Foundation

Ashland Public Schools has also benefited greatly from the generosity of AEFI which provides significant grant funds for innovative academic programming that engages all learners.
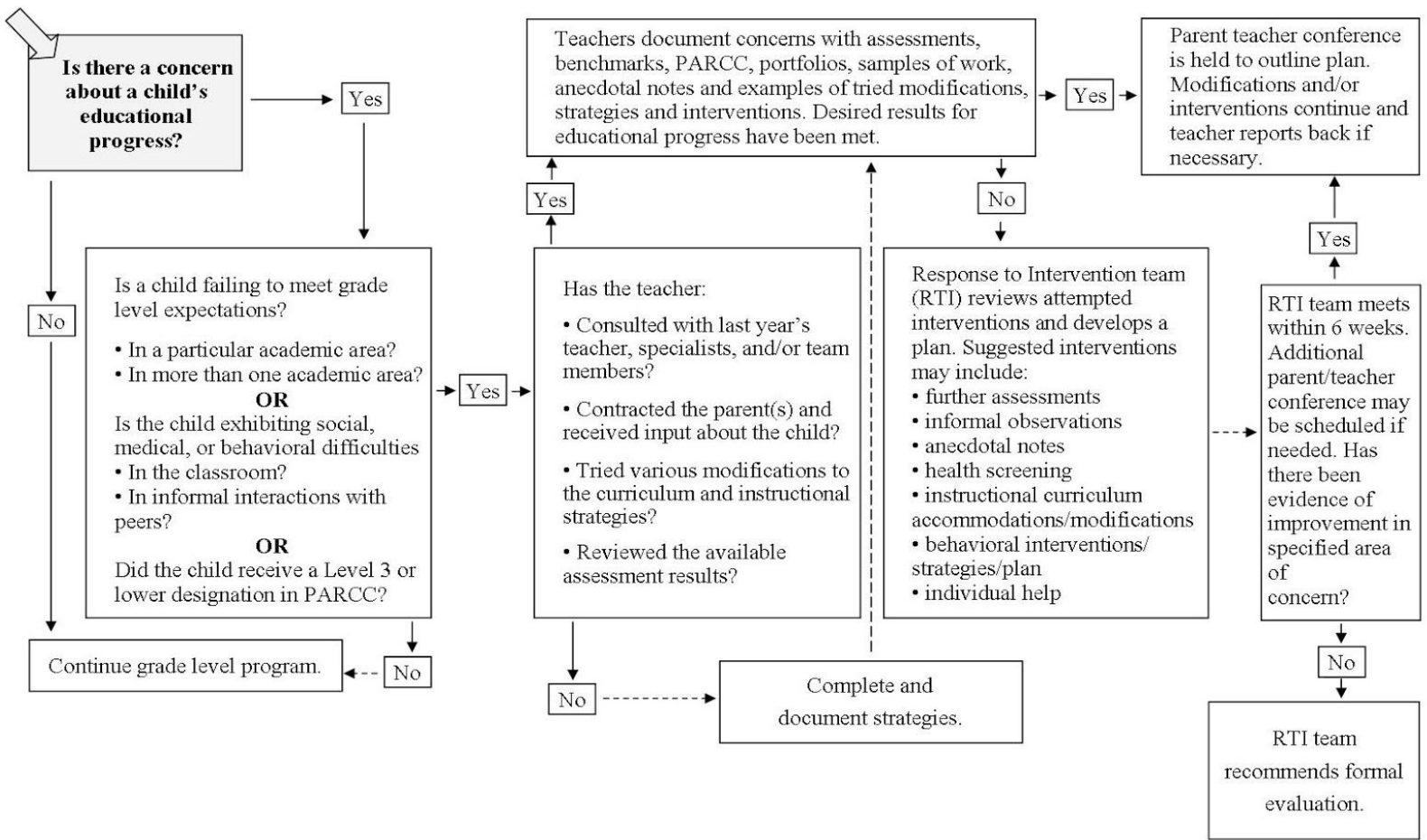
Future Plans

Ashland Public Schools continues to review its district policies and procedures on an annual basis. Most recently approved is its Blueprint for Continuous Student Improvement 2015-2018. All objectives of this DCAP align with the district Blueprint.
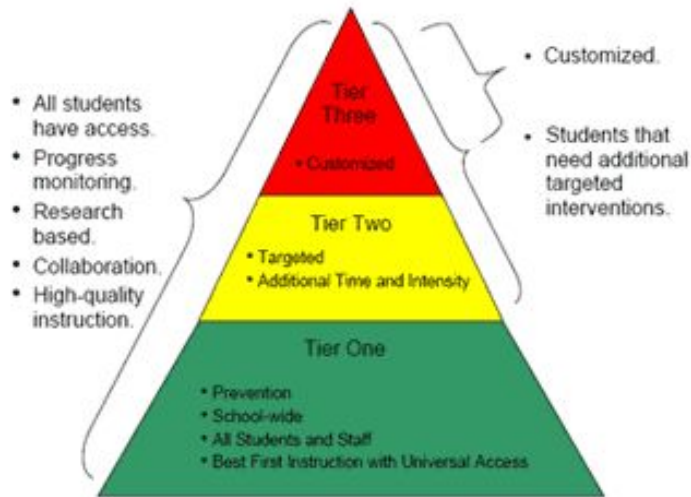
Section 3
Response to Intervention

Response to Intervention Flow Chart

Is there a concern about a child's educational progress?

Yes →

Teachers document concerns with assessments, benchmarks, PARCC, portfolios, samples of work, anecdotal notes and examples of tried modifications, strategies and interventions. Desired results for educational progress have been met.

Yes → Parent teacher conference is held to outline plan. Modifications and/or interventions continue and teacher reports back if necessary.

No (from "Is there a concern") ↓

Is a child failing to meet grade level expectations?

• In a particular academic area?
• In more than one academic area?
OR
Is the child exhibiting social, medical, or behavioral difficulties
• In the classroom?
• In informal interactions with peers?
OR
Did the child receive a Level 3 or lower designation in PARCC?

Yes →

Has the teacher:

• Consulted with last year's teacher, specialists, and/or team members?

• Contracted the parent(s) and received input about the child?

• Tried various modifications to the curriculum and instructional strategies?

• Reviewed the available assessment results?

Yes ↑

No →

Response to Intervention team (RTI) reviews attempted interventions and develops a plan. Suggested interventions may include:
• further assessments
• informal observations
• anecdotal notes
• health screening
• instructional curriculum accommodations/modifications
• behavioral interventions/ strategies/plan
• individual help

→ RTI team meets within 6 weeks. Additional parent/teacher conference may be scheduled if needed. Has there been evidence of improvement in specified area of concern?

Yes ↑ (to Parent teacher conference)

Continue grade level program. ← No

No - - - → Complete and document strategies.

No ↓

RTI team recommends formal evaluation.

Adapted from North Middlesex Regional School District - DCAP

Response to Instruction and Intervention
Academic and Behavioral

- All students have access.
- Progress monitoring.
- Research based.
- Collaboration.
- High-quality instruction.

Tier Three
- Customized

- Customized.
- Students that need additional targeted interventions.

Tier Two
- Targeted
- Additional Time and Intensity

Tier One
- Prevention
- School-wide
- All Students and Staff
- Best First Instruction with Universal Access

	Tier 1	Tier 2	Tier 3
Goals	Provide high quality educational experiences to meet the needs of all learners in order to be successful	Provide identified learners additional supports to acquire knowledge and skills within small groups in order to be successful	Provide identified learners more intensive and individualized Interventions in order to be successful
Target Group	All Students (100%) All students are taught using instructional methods that research has shown to be effective.	Some Students (15%) Some students will receive small group instruction a few times a week to assist in meeting their identified needs	Few Students (5%) A few students receive target instruction outside of the class classroom. This is done multiple times a week.
Recognition	Universal Screening *Accessible to all students *Assess critical skills and concepts * Brief (under 10	Diagnostic Assessments *Given to selected students *Reliable (Commercial assessments have undergone psychometric	Diagnostic Assessments

	minutes) *Easy to administer and score *Given to all students * Quick turn-around time (1-3 days) of aggregated and disaggregated data to classroom teachers *Repeatable	analyses to determine reliability) *Valid (Commercial assessments have undergone psychometric analyses to determine validity)	
Response	Effective core curriculum and intentional teaching	Explicit interventions and embedded learning activities	Individualized scaffolding strategies
Collaboration	Professional Learning Communities, Teams, Departments, Teacher to Teacher	RTI team will assist in strategies and supports	RTI team will assist in strategies and supports
Service Providers	Classroom Teacher	Classroom Teachers Academic Tutors Guidance Counselor Occupational Therapist Physical Therapist Speech-Language Pathologist Adjustment Counselor Title I Tutors Academic Foundations Discovery	Classroom Teachers Academic Tutors Guidance Counselor Occupational Therapist Physical Therapist Speech-Language Pathologist Adjustment Counselor Title I Tutors Academic Foundations Discovery

Section 4
General Accommodations

Instructional Strategies and Activities	
Preferential Seating	Use Transition Cues
Use Visual & Auditory Aids	Provide Individual Help within the Classroom
Minimize Distractions	Provide Model Graphic Organizers
Differentiated Instruction	Include Active & Varied Participatory Learning Activities
Offer Peer Tutoring/Group Activities	Use Developmentally Appropriate, Culturally and Linguistically Sensitive Materials
Encourage Peer Tutoring	Model Content Area Literacy Strategies
Provide Online Links & Resources	Use Multiple Intelligences & Learning Style Approaches
Encourage After School Extra Help Sessions	Break Down Tasks
Teach and Model Study Strategies	Use a Variety of Grouping Strategies (Flexible Skills Groups)
Teach and Model Test-Taking Strategies	Include Wait Time During Instruction
Provide Periodic Checks for Understanding	Allow for Delayed Response Time
Provide Models/Exemplars of Assignments Expectations	Provide timely and specific Feedback about Student Performance
Pre-Teach Vocabulary/Concepts	Provide Visual & Auditory Cues to Stay on Task
Provide Marker to Guide Reading	Provide Multi-Modal Presentation of Materials
Activate Background/Prior Knowledge	Offer Research Assistance

Assignments & Assessments	Self-Management & Organization	Material & Tools
Differentiate Assessments	Develop Instructional Contracts	Modify Instructional Materials
Differentiate Assignments	Arrange Progress Report Cycle	Provide Scaffold Notes
Allow Alternative Projects to Demonstrate Mastery	Schedule Counseling or Group meetings	Provide Copy of Teacher Notes
Design Long-Term Assignment Timelines	Encourage Study Groups	Provide Reference Tools
Allow Extended Time on Tests	Teach Study/Note Strategies	Provide Supplementary Materials
Allow for Oral Testing	Take advantage of Computer Labs	Provide Manipulatives
Provide Rubrics	Monitor Use of Agenda to Record Homework	Provide Effective Study Guides
Repeat or Reteach Concepts	Assist with Organization of Master Notebook	Create Flashcards
Provide Small Group Testing	Teach Note/Test-Taking Strategies	Encourage Highlighting or Color Coding
Read Test to Student	Model Organizational Skills	Modify time demands
	Have Student Repeat or Paraphrase Directions	Provide a Variety of Grading Methods
	Provide an established daily routine	

	Provide clear rules and enforce them	
	Create a contract with the student	
	Provide a specific place and time for turning in assignments	
	Collaborate with parents	
	Create checklists	

Language Processing	Use of Groups and Peers
Provide written directions to supplement verbal directions	Utilize cooperative learning strategies when appropriate
Decrease rate of presentations	Assign a peer helper to check understanding of directions
Paraphrase information	Assign a peer helper to read important directions and essential information
Keep statements short and to the point	Assign a peer tutor to record material dictated by the student
Avoid use of abstract language such as metaphors, idioms, and puns	
Keep sentence structures simple	**Helping Focus Attention**
Encourage feedback from student to check for understanding	Establish relevance and purpose for learning by relating to previous experiences
Familiarize student with new vocabulary before beginning the lesson	Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for correct answers
Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.	Seat student close to teacher
Establish student's attention before expressing key points	Make a positive personal comment when student shows interest
Utilize visual aids such as charts and graphs	Frequent checks for assignment progress/completion
Utilize manipulatives and hands-on activities whenever possible	Give advance warning of transitions
Demonstrate how new materials relate to previously learned information	Use physical proximity to help student refocus
Cue students by calling their names before asking questions	

Behavioral Strategies	Communication
Arrange Physical Space/Materials to Minimize Disruptive Movement	Establish Communication Plan with Family
Adjust Classroom Behavior Management	Arrange Progress Report Cycle
Minimize Distractions	Parent Training/Workshops
Provide Praise and Positive Reinforcement	Communication Logs
Provide Clear & Consistent Expectations & Logical Consequences	
Develop Behavior Modification Plan/Chart	**Technology**
Schedule Student Counseling or Group Meetings	Utilize Computer-Assisted Instruction
Allow for Teacher Consultation with School Psychologist, Adjustment Counselor, Guidance Counselor, etc.	Provide Calculators
Allow Breaks	Take Advantage of Learning Lab/Computer Lab
Develop Teacher-Student Contracts (e.g., goals, expectations, etc.)	Use Listening Center/Audio Recordings of Books
Provide Student with a Mentor	Use Hand-Held Devices
Provide Student & Family with Specific Behavioral Feedback	Record Lessons

Standing Desks	Use digital measuring devices
Give a personal cue to begin work	Leveled reading texts on device
Provide immediate reinforcers and feedback	
Check on progress often in the first few minutes of work	

Social/Emotional/Behavioral Strategies	
Provide clear and concise classroom expectations and consequences	Reduce amount of an assignment(quality over quantity) if the student is overwhelmed
Consistently reinforce rules	Provide opportunities for the student to self-select an activity to pursue independently
Provide student with alternatives and choices	Use of self-regulation tools such as: scale/chart, emotional thermometer, Zones of Regulation, segmented clock, timers, mobile device
Collaborate with the student to solve problems	Assign activities that require some movement
Develop a visual or signal with the student to alert the teacher of social/emotional stress or need of a break	Ignore attention-getting behavior for a short time
Set up easily attainable personalized social interaction expectations so that the student can achieve social success	Monitor levels of tolerance and be mindful of signs of frustration
Each day be sure students have at least one task they can complete successfully and receive positive reinforcement for their accomplishment	Speak privately to student about inappropriate behavior without the audience of peers
Allow time for the student to keep a journal to record anxiety-producing thoughts which can be shared with a trusted adult	Use of behavior cue cards, graphic organizers, social stories, role-playing
Allow access to a calming area	Behavioral modification-charts, contracts, checklists, plans, incentives
Provide time for relaxation techniques for all students	Use visual/auditory reminders of behavioral expectations

Executive Functioning Initiate tasks: Strategies (Difficulties beginning tasks independently)	Working/Memory: Strategies (Difficulties following multi-step directions, completing long term assignments, etc.)	Organization (Messy desk, not bringing what they need to class, losing papers, etc.)
Writing: Sentence starters	Supply written/picture directions (on board or on desk)	Create file system (homework folder, classroom folder, etc.)
All academics including projects: Supply the first step to a problem	Provide model/exemplar of the final product.	Develop monthly calendars to track assignments/events
Teach student direction-following skills: -whole body listening -ask questions -use environmental cues -rely on examples provided	Create a sign (like a post-it on side of desk) when the student is confused or needs help with next steps.	Encourage list making Provide visual list of materials needed, or tasks to be completed for each activity, when giving directions.
Structure environment to allow for opportunities for help or assistance either from peers or teacher.	Give directions in a variety of ways (verbal, non-verbal, written)	Minimize items student keeps in desk. Provide organizer outside of desk for additional materials.
Provide student with agreed-upon signal to remind when s(he) has not begun task or use visual (e.g., sand timer or segmented clock). Narrate passage of time (whole class).	Create resource notebook and allow note taking during whole group/lecture lessons (send to/from school)	Use a clock/timer to show how much time is allotted to an activity. Break down the task with the appropriate number of minutes. As each time line approaches talk to the class about what should be completed and what should be worked on

		next.
Write contract with student, specifying behavior expected (initiating task within 1-3 min.) and reinforcement to be given.	Encourage highlighting important information, noting key words.	Provide student with copies of materials lost to ensure s(he) is not inadvertently reinforced for losing materials.
Help student develop situational awareness by modeling STOP and Reading the room (where am I, what's going on, what is happening, what pace is required).	Assist student to break down long-term assignments and track time lines for task completion.	Have student chart number of times s(he) is organized and prepared for activities, providing reinforcement.
Provide a variety of spaces where student may opt to do assignment, including a private place to reduce fear of public failure.	Use of acronyms when presenting knowledge.	
Daily Tasks: Make check list with steps	Mnemonic devices	

Emotional Control (Difficulties controlling emotions when upset, uses inappropriate language/tone when upset)	Non-compliance (Difficulties accepting teacher direction)
Teach student to take deep breaths and/or count to 10 when upset	Maintain visibility with student for ease of making eye contact while verbal directions are being given.
Allow student to take a break within the classroom (beanbag chair, table at back of room)	Keep close supervision of student, gradually decreasing it as student becomes more compliant with rules on own.
Allow student to leave room to take a break (get drink, use bathroom)	Maintain emotional composure and prevent power struggles by providing optional courses of action so as to reduce total refusal to comply with directives.
Take the student aside to talk through the situation privately Help student identify the size of the problem and determine if their reaction was too big for the problem, while also brainstorming possible solutions.	To improve compliance, use a "be quick, quiet and be gone" mentality by approaching the student's right side, lowering to their level, and saying softly toward their right ear using an "I" message paired with the expected compliance. (e.g. I need you to …. so we can learn right now.) then walk away
Assess situations which may be triggers for emotional arousal and determine ways to prevent future outbursts (e.g., help student read another person's face, body language, mood that they misinterpreted which may have caused the meltdown).	When making demands, use a neutral calm tone, avoid yes or no questions, give choices when possible and use declarative vs. authoritative language by making request and moving away, allowing extended time to comply.
Teach and encourage student to use problem-solving skills: - What is the problem? - What is goal/objective? - What strategies can I use? - What's my action plan? - Carry out plan	Maintain consistent rules, routine and general expectations, allowing natural consequences to occur (e.g., removal from activity, losing special privileges) as a result of not following the directives of staff.
Provide alternate activities to perform, which may teach the same skill, in case some activities prove upsetting (e.g. card for an uncle when there is no dad).	Call the school's Crisis Team in the event student is not complying with teacher request when it involves safety of self or others.
Give student some decision-making choices (e.g., work	Have student list or review the pros and cons of an action

space, order of tasks, who to work with that may bring comfort/support).	and determine if the pros outweigh the cons before s(he) takes action.
Provide positive attention and reinforcement in stressful situations where student uses strategies toward self-control.	Review expected behavior and rules frequently. Post within the classroom for student and teacher reference.

Elevated Activity (Excess movement)	Inattention
Allow the child to sit in a chair instead of on the rug.	Preferential Seating
Allow the student a fidget mechanism. This can be a squishy ball, paper clip, Velcro under desk, etc.	Prompting when distracted
Tie a rubber band/Theraband to legs of chair and encourage the child to bounce	Supply with written directions of a check list
Provide seating that allows for mobility (disco seat, standup desk, moving stool)	Provide incentives along with directive (e.g., when you finish this assignment, you may earn a pass to (identify an activity that also involves movement and is rewarding)
Preferential seating towards the front center of room (away from windows and doors)	Verbally cue the class when the discussion shifts from one topic to another
Provide structure with clear expectations and predictable routine.	Encourage only those materials needed for current assignment on the desk.
Allow for motor breaks within the classroom. Incorporate movement into the lesson or ask student to run an errand or carry something weighted	Teach student appropriate ways to respond to visual and auditory stimulation by seeking a carrel, other work area or asking others to be quiet when faced with visual and auditory distractions.
Use a combination of 60 bpm music and lowering of fluorescent lights, to enhance calmness, when students come back from high energy transitions (at least for 3 min.).	Teach student direction-following skills: -whole body listening -ask questions -use environmental cues -rely on examples provided
Allow student to use a water bottle with chewable top	
Incorporate Brain Gym / Movement CD within the classroom routine	

EL Learning Resources/Adaptations	EL Listening/Reading Supports	EL Speaking/Writing Supports
Realia	Careful use of metaphors and idioms	Illustrate ideas before writing
Manipulatives	Native language clarification	Graphic organizers for writing
Visuals	Partner explanations	Talk through ideas before writing
Calculators	Cooperative learning	Provide sentence starters
Use of consistent graphic organizer(s)	Repetition	Provide word banks with tier I, II, and III vocabulary.
Extended time for tests	Use gestures/facial expressions	Wait time
Read aloud for tests	Articulated/slowed rate of speech	Editing checklist
No penalty for grammatical errors (aligned to WIDA levels)	Modifications of questions (aligned to WIDA levels)	Break writing into smaller steps (aligned to WIDA levels)
Post language objectives in a visible space and review expectations	Simplification of directions (aligned to WIDA levels)	Structured talk time included in lessons (i.e. turn and talk, sentence frames, word banks, etc.)

Teach cultural navigation of American schools	Materials in differentiated levels of complexity	Provide pictures prompts to guide retelling.
Bilingual dictionaries and glossaries	Paraphrasing of directions	Use writing rubrics.
Word walls /word banks/personal dictionaries with visual support	Sufficient explanation with an exemplar sample of expected end product	Provide guided writing, modeled writing, interactive writing, and collaborative writing experiences
Use consistent and familiar routines	Audio-books	Portfolio assessments
Pre-teach background knowledge needed	Preview/frontload new vocabulary	Cloze frames academic sentence & paragraph frames
Project-based learning	Set purpose for listening and reading	Write-Around
Find out cross-language connections (similarities and differences between the native language and English (i.e. cognates and explicit comparisons)	Find out which phonemes are not present in the native language and help to discriminate between new sounds in English.	Allow student to write work in native language for unknown words and then use a dictionary at end of writing task to translate.
Partner & small group work	Pair oral directions with visual cues	Scribe
Interactive lessons (numbered heads together, jigsaw, corners, fishbowl)	Teach sight words in context of a sentence, so students will remember the meaning.	Mini-lessons in English grammar, vocabulary & spelling
Native language clarification	Preview comprehension questions before reading	Ratiocination and Cut & Grow strategies for editing writing
Be aware of family / educational / psychological history	Provide shared reading, readers' theatre, and partner reading experiences	Model and expect complete sentences in speaking and writing.
Use a highlighter to target key concepts	Anchor charts for thematic units & grammar	Practice public speaking/giving presentations
Role play	Multicultural & bilingual literature	Videotape students reading / talking
Thematic units with a global perspective	Teach how to use bilingual dictionary	Typing on computer (spell/grammar check)
Meet with the ESL teacher	Take-home books	Sorting words / pictures
Videos / Technology	Foster word consciousness	
Total Physical Response (TPR)		

Section 5
Building Accommodation Plans

William Pittaway School
BCAP

Introduction:

The William Pittaway School has developed a Building Curriculum Accommodation Plan (BCAP) with the intent to plan and provide a general education program in which all efforts have been made to accommodate students' diverse learning needs. This plan is designed to assist the regular education teacher in analyzing and accommodating the learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program. This includes, but is not limited to, direct and systematic instruction in Kindergarten readiness skills and provision of services to address the needs of children whose behavior may interfere with learning. The plan also includes provisions encouraging teacher mentoring and collaboration and parental involvement in their children's education.

The Student Support Team is a critical element of the Building Curriculum Accommodation Plan. The team consists of the following school members: Principal, Early Childhood Coordinator, School Psychologist, Inclusion Teacher, and Classroom Teachers. Other teachers, specialists or parents may participate depending upon the specific needs of the child involved. The goal of the building team is to discuss and identify strategies and accommodations that will assist a teacher or team of teachers in supporting a student to achieve in all developmental areas.

All teachers at the William Pittaway School are familiar with the Building Curriculum Accommodation Plan and with the purpose and process of the Student Support Team. An SST meeting may be initiated at the request of a teacher, or parent(s). Written parental permission is obtained before any screenings are performed by specialists. Results of such screenings are provided to both the team members and parents.

William Pittaway School faculty members continually seek and are offered professional development opportunities that enhance instruction. The process of NAEYC reaccreditation for the preschool program

has afforded teachers a unique opportunity to develop individual classroom portfolios to document alignment with both NAEYC required standards and MA Curriculum Frameworks.

Additionally, regular curriculum and faculty meetings throughout the year include the sharing of best instructional practices in all academic areas. Listed below are samples of accommodations/strategies that may be utilized to support an individual student's learning experience.

Classroom Strategies:
Relate information to student's experiences
Pre-teaching concepts/vocabulary
Simplify, rephrase, clarify language
Use of technology to retain information
Additional presentations
Use of multi-sensory materials
Provide appropriate auditory or visual cues
Opportunities for mobility breaks
Use of advantageous seating
Provide seating options (bean bags, chairs with back support)
Develop, maintain routines/schedules
Increase amount of time allowed for completion of assigned work
Reduce amount of work
Alternate quiet/active time
Adjust assignment for student's motor speed abilities and accuracy
Use of visual charts and cues
Give visual directions to supplement verbal
Encourage student to rephrase instructions to check understanding
Identify salient points
Make clear rules and consistently enforce

Support Services:
Student Support Team
Crisis Intervention Team
Observation by specialist(s)
School Psychologist (small group or individualized counseling)
Consultation with behavior specialist
Behavior checklists
FBA (Functional Behavioral Assessments)
Incentive charts
Medical updates – hearing/vision
Adapted physical education
OT/PT screening
Speech and language screening

Professional Development:
New Teacher Academy
Mentoring Program
Common Planning Teams
Crisis Intervention Training
Curriculum Leaders facilitate curriculum meetings: Math, Science, ELA
Understanding Response to Intervention

Henry E. Warren
BCAP

Introduction:
The Henry E. Warren School shall implement the Curriculum Accommodation Plan to assist the administration in ensuring that all efforts have been made to meet 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 interventions and support within the regular education program 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 and/or a 504 Accommodation Plan.

The Curriculum Accommodation Plan recommended represents a starting point for the professionals and is not designed to be the sole process to meet every student's need. The elementary school recognizes that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort, the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, ongoing professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class regular Education Modification and Accommodation:
When a student is identified as having an unfulfilled learning need (despite in-class differentiation and implementation of the Curriculum Accommodation Plan by the teacher), the classroom teacher will complete RTI Meeting paperwork, including a variety of student data and parental input, and submit to the Assistant Principal. The Assistant Principal will then review the paperwork, schedule an RTI meeting in a timely manner, inviting the RTI Meeting Standing Team Members, as well as any other relevant staff members as recommended by the classroom teacher and/or the Assistant Principal.

Response to Intervention Team (RTI Team):
The Response to Intervention Team (RTI Team) is designed to assist the classroom teachers in the development and implementation of additional interventions, including strategies and accommodations by using the Tiered Support Model or (Response to Intervention Model). In addition to the Assistant Principal, who serves as the RTI Meeting Coordinator, the RTI Meeting Standing Team Members include: the school psychologist, speech/language pathologists, guidance counselors, a grade level

classroom teacher of student being presented, a literacy support teacher of grade level of the student being presented, and the particular classroom teacher of the student being presented. Additional faculty members who may be invited to attend include: Title One Math Specialist, the ELL teacher, the occupational therapist, the physical therapist, the school nurse, and the former classroom teacher. Following the student presentation of current areas of strength and concerns, using a variety of data by the classroom teacher, 4-8 week student-centered goals are formulated by the RTI Meeting participants. Interventions are formulated and agreed upon by the team. Such interventions may include literacy (for K-2 students) or math support, as well as guidance support. The teacher will inform the parent that their child is being brought to RTI and the areas of concern. A copy of the meeting summary, including interventions to be enacted by specific faculty members is on the Google Drive, following the meeting. Additionally, documentation is given to relevant specialists (ie. speech/language pathologists,occupational therapist, etc.) for them to complete when an intervention for an observation/screen/consult is recommended for a student. Teachers will use intervention checklist and data sheets to track progress. At the follow-up RTI Meeting, the classroom teacher and other relevant faculty member present student data in relation to the student growth goals that were formulated at the initial RTI meeting. At this time, decisions are made as to continue/tweak specific interventions, to begin a Special Education Evaluation Process, or to pursue a 504 Plan, if there is appropriate documentation.

Team Referral: 504 or Special Education
Some students' individualized needs exceed the available resources within the regular education setting accompanied by tiered interventions and the student is referred to the appropriate evaluation TEAM. Students with an identified or observed physical, emotional, learning or health challenge may require specialized services, equipment, or situational-specific considerations. The information acquired through the RTI process regarding the student's needs, an assessment of implemented accommodations and modification, and all other related information available will serve as the foundation for a Special Education referral.
Once assessed, the student must meet the eligibility criteria for the statutes governing the 504 and/or the Special Education process.   When appropriate a 504 Accommodation Plan or a special education Individual Education Program (IEP) will be developed and proposed by the school.   Parent input throughout this process will be a key component, and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Instructional Support Services

Preliminary Steps
When a child is identified with a relative weakness, the classroom teacher will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.
Instructional Support Process

Students in elementary school who present with specific needs such as lack of adequate performance, excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under general education and will require parent notification. Once a referral has been received, the Assistant Principal will schedule a Response to Intervention Team (RTI) meeting, including the classroom teacher and any other appropriate staff members. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued or enhanced classroom accommodations, and/or referral to a regular education service such as Title 1, Literacy Support or guidance services, for a defined intervention period.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the RTI Meeting Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource.

Modifying Presentation of Material/Instructional Accommodations
- Break down learning tasks into manageable steps
- Teach concrete examples before abstract
- Make connections to student experience
- Reduce the number of concepts presented at one time
- Pre-teach lesson content
- Simplify, rephrase, clarify language
- Provide frequent check-ins
- Provide consistent review of lesson before introducing new material.
- Allow use of technology to retain information. (e.g.CD players, tape recorders, tablets, computers etc.)
- Highlight important concepts (color coding, graphic organizers)
- Space practice /drill sessions w/ peer partners, workshop games
- Monitor rate of presentation of material
- Give additional presentations (repeat, simplify, additional examples, multi-modal approaches)
- Provide additional guided practice
- Enhance opportunities for positive feedback
- Provide clear, concise directions for homework assignments
- Assign tasks at appropriate (even if lower) reading level
- Use color coding for directions & expectations
- Assess on quality rather than quantity of responses when skill or concept mastery is shown
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance of assigned tasks (executive functioning training)
- Alter size or type of font for instructions and / or text
- Allow to rehearse designated responses prior to being called on in group setting
- Give rubrics and exemplars to students
- Utilize reference guides for students
- Give students a choice of activity based on learning style
- Give varied opportunities for assessment (oral, written, multiple choice, close activity, word bank)

Modifying Materials: Visual Processing
- Highlight information to be learned
- Keep written assignments & workspace from extraneous or irrelevant distractors
- Use appropriate contrast between print and background of documents
- Clear and well-defined printed documents with optimal white space (limit text on one page)
- Review visual task and confirm understanding of all parts of assignment beforehand
- Chunking
- Reduce far point copying requirements and provide a near point model for copying
- Use white board or chart paper with colored markers & clear print
- Use graphic organizers
- Various paper options and boundaries provided as needed (highlighted lines/margins, raised paper)
- Reduced visual stimuli on a page

Modifying Materials: Language Processing
- Give picture and/or written directions to supplement verbal
- Speak with a slow rate
- Simplify language used in instructions
- Avoid abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structure simple & gradually introduce larger sentence structure
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check understanding
- Pre-teach & clarify vocabulary prior to lesson
- Reduce extraneous auditory distractors (conversation, TV, hallway noise, etc.)
- Identify salient points ("This is important. Listen carefully.")
- Provide materials / text @ student's reading level
- Use visual cues to supplement verbal information
- Provide enhanced opportunities for hands-on activities, manipulatives, multi-modal instruction (cheap talk)
- Establish concrete experiences before teaching abstract
- Provide learning opportunities relevant to the student's general base of knowledge
- Connect new learning w/previously mastered skills
- Provide adequate wait time
- Allow student to rehearse before responding in a group

Modifying the Environment
- Use student carrels (distraction free / reduced setting)
- Use preferential seating (proximity, free from peer distraction, alter direction facing)
- Provide more than one study site
- Provide seating options (chairs with back support, cube chair, bouncy bands, stability ball, disc, cushion, standing desk, etc.)
- Provide clutter free environment (empty desk, organize desk w/student)
- Use checklist and graphic organizers

- Develop / maintain routines / schedules (use of a visual schedule for individual)
- Use notebooks/designated folders to organize assignments, materials, homework, etc.

Modifying Time Demands
- Increase amount of time allowed to complete assignments / tests
- Reduce amount of work or length of tests
- Space short work periods with breaks / change of tasks
- Set up consistent routines & maintain routines
- Alternate quiet and active time
- Provide specific task w/specific time limits
- Use various elapsed timers as visuals
- Teach test taking strategies

Modifying Materials: Visual Motor Integration
- Modify quantity of written requirements
- Provide various modes for students and allow for student choice
- Set realistic and mutually agreed upon expectations for neatness
- Use peer or adult scribes
- Provide motor free or reduced opportunities (typing, tape recording, verbalizing responses)
- Reduce quantity of near-point or far-point copying (provide student w/copy to highlight)
- Adjust assignment for student's motor speed abilities and accuracy
- Use of slant boards

Modifying Materials: Organizational
- Establish and maintain daily routines
- Consistently enforce clearly established rules
- Contract with the student
- Reduce visual stimuli on the page
- Reduce the presentation of materials
- "First, Then" boards
- Hand out written assignments w/expected dates of completion
- Provide student w/pocket folders, notebooks, etc. to place work once complete
- Set aside specific time for cleaning desks, organizing folders, etc.
- Display the agenda on the board
- Provide visual schedule and individual schedule, when needed
- Utilize mindfulness activities (Go Noodle, brain breaks, Yoga, Etc.)

Grading
- Individualize grading procedure

David Mindess
BCAP

Introduction:

The David Mindess School is dedicated toward meeting the diverse learning needs of its students. Every effort is made to identify individual learning presentations and to utilize strategies designed to maximize the student's learning potential. A variety of instructional methodologies, educational strategies, and academically sound techniques are employed to support and encourage a philosophy of lifelong learning. Although most learners present with a combination of learning strengths and relative weakness, the goal of the district staff is to develop and sustain the best functional system of learning. Techniques which address visual, auditory, and tactile learners are often mutually effective and beneficial to all learners.

The Curriculum Accommodation Plan recommended represents a starting point for the professionals and is not designed to be the sole process to meet every student's need. The elementary school recognizes that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort, the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, ongoing professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class regular Education Modification and Accommodation:

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenge. Together they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individual needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

Response to Intervention (RTI):

The Response to Intervention Team is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. Interventions follow a three tier system of actions with carefully documented results. The team bases its decisions and recommendations on data collected before, during and after each

intervention. Interventions vary in scope and depth. For example, students in the elementary grades who present with specific needs may be recommended to receive regular education services such as remedial reading, after school tutoring support and school counseling. Formal and informal assessments and program participation would require parental permission and parent support. The Response to Intervention Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been remediated after Tier I, Tier II and Tier III interventions.

Team Referral: 504 or Special Education:
Some students' individualized needs exceed the available resources within the regular education setting accompanied by tiered interventions and the student is referred to the appropriate evaluation Team. Students with an identified or observed physical, emotional, learning or health challenges may require specialized services, equipment, or situational-specific considerations. The information acquired through the RTI process regarding the student's needs, an assessment of implemented accommodations/modification, and all other related information available will serve as the foundation for a Team referral.

Once assessed, the student must meet the eligibility criteria for the statutes governing the 504 and/or the Special Education process. When appropriate a 504 Accommodation Plan or a special education Individual Education Program will be developed and proposed by the school. Parent input throughout this process will be a key component, and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Personnel Resources Providing Support in the General Education Setting

Principal
        Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.

Assistant Principal
        Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all. Monitor and respond to behavioral issues that exceed the teachers' realm of classroom management. Determine consequences and establish constructive alternatives for improved behavior in future circumstances.

Guidance/ Adjustment Counselor
        Provides individual student and group support, serve as liaisons between home and school, and provide parent and teacher support and consultation.

School Nurse
        Provide consultation to parents, students and staff, direct service for individual students.

School Psychologist, OT/PT/Speech and Language Specialists
        Individual student and group support, serve as liaisons between home and school, and provide parent and teacher consultation, classroom observation of students, informal screening and, when necessary, formal assessments.

Literacy Support Teachers

Provide remedial program for students in language arts, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

Title One Math and Reading Teachers

Provide remedial program for students in language arts and mathematics, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

ELL Teachers

Instruct students who are English Language Learners, collaborate and consult with classroom teachers regarding best practices for instruction of students learning English.

RTI Team

Follows the RTI whereby the team works systematically to identify and implement strategies for instruction, support &/or enrichment, accommodations to the curriculum, teaching methods, teaching environments or materials necessary for a student to make academic progress**.**

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness, the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

Students in elementary school who present with specific needs such as lack of adequate performance, excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under general education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will schedule a Response to Intervention (RTI) meeting, including the classroom teacher and any other appropriate faculty. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued or enhanced classroom modifications, and/or referral to a regular education service such as remedial reading or guidance services.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the Student Support Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource.

Modifying the Presentation of Material: Instructional Accommodations
- Break assignment into segments of shorter tasks (chunking)
- When content mastery is questionable, investigate the use of concrete concepts before teaching abstract

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- Relate information to student's experience base
- Reduce the number of concepts introduced at any one time
- Provide student with an overview of the lesson before beginning the lesson (pre-teach) Tell the student what the student should expect to learn and why
- Monitor the level of language you use to communicate ideas (Simplify, rephrase, and clarify)
- Schedule frequent, short conferences with the student to check for comprehension (reauthorize)
- Provide consistent review of any lesson before introducing new information
- Allow student to obtain and retain information utilizing: cassette/tape recorders, computers, interviews/oral reports, projects, calculators, dictation, typewriters, etc.
- Highlight important concepts to be learned in text or material (color code key points; outline; use study guides, graphic organizers)
- Space practice and drill sessions
- Monitor the rate in which you present material (pace rate of delivery and quantity of materials)
- Give additional presentations: Repeat original presentation
- Provide simpler more complete explanations
- Give additional examples
- Model skills in several ways
- Offer multi-modality approaches
- Utilize progress reports (daily, weekly, random periodic)
- Recognize and give credit for student's oral participation in class
- Make arrangements for homework assignments to reach home with clear, concise directions
- Assign tasks at the appropriate level (lower reading/difficulty level)
- Give tests orally
- Use color coding or highlighting to help clarify directions, expectation
- Modify quantity of responses in favor of quality responses when performance demonstrates skill or concept mastery
- Provide for motor free or reduced opportunities
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance, of assigned tasks
- Identify marking rubrics, or focus of marking priorities, of individual assignments
- Alter size or type of font utilized in instructions or text
- Allow the student to rehearse designated responses prior to being called upon in group setting

Modifying the Environment
- Use student carrels; provide a distraction free, or reduced, setting
- Use advantageous seating (close proximity, freed from peer distractors, alter direction in which the student is facing)
- Provide more than one study site that can be situational selected by student (two desks, reading table, reading corner, etc.)
- Provide seating options: use of a bean bag to enhance sensory input, allow for back supports)
- Provide a clutter free environment (empty desk, free of unnecessary materials/books)

- Use a checklist, or graphic organizers, to help student get organized
- Develop and maintain regular routines or schedules
- Use notebooks, or designated folders, to organize assignments, materials, and homework

Modifying Time Demands
- Increase amount of time allowed completing assignments/tests
- Reduce amount of work or length of tests (as opposed to allowing time, prioritizing assignments)
- Teach time management skills (use checklists, prioritizing time, and prioritizing assignments)
- Space short work period with breaks or change of tasks
- Set up a specific routine and stick with it
- Alternate quiet and active time (short periods of each)
- Give student a specific task to perform within specific time limits

Modifying the Materials: Visual Motor Integration
- Modify quantity of written requirements (classwork and homework)
- Encourage student to select preferred method of writing that is more comfortable for them (cursive keyboarding)
- Set realistic and mutually agreed upon expectations—for neatness
- Use adult scribes.
- Provide motor free or reduced opportunities: let the student type, record, or verbalize responses
- Provide student with copies of study guides
- Reduce quantity of near point, or far point, copying
- Adjust assignment for student's individualized motor speed and accuracy

Modifying the Materials: Language Processing
- Give written directions to supplement verbal directions
- Slow rate of presentation
- Simplify language used in instructions
- Keep statements short and to the point
- Avoid use of abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structures simple; gradually introduce more complete sentences as student comprehension increases
- Provide enhanced opportunities for skill checks and repetition

- Encourage student rephrasing or clarifying instructions to check comprehension and level of understanding
- Pre-teach and clarify new vocabulary prior to lesson
- Reduce extraneous auditory distractors (conversation, TV, radio, hall noises, etc.)
- Identify salient points: "This is important. Listen carefully."
- Provide materials and text that is at the student's comfortable reading level
- Utilize visual cues to supplement verbal information (charts, graphics, pictures, etc.)
- Provide enhanced opportunities for hands-on activities, multi-modality approaches and manipulatives
- Establish concrete experiences prior to teaching more abstract concepts
- Provide learning opportunities that are relevant to the student's general base of knowledge such that the taught material has comprehensive meaning
- Always connect new learning with previously mastered skills

Modifying the Material: Organizational

- Establish daily routine and attempt to maintain it
- Make clear rules and be consistent enforcing them
- Provide notebook with organized sections such as: assignments due with calendar, homework, time management schedules, study guides, class notes, and prioritized to-do lists
- Avoid cluttered, crowded worksheets by utilizing techniques such as:
- Blocking – block assignments into smaller segments
- Cutting – cut worksheets into fourths, sixths, or eighths and place one problem in one square
- Folding – fold papers into fourths, sixths, or eighths and place one problem in one square color coding, highlighting, or underlining important information on which the student needs to focus
- Hand out written assignments with expected dates of completion
- To prevent misplaced assignments, provide student with pocket folders, notebooks, or trays in which he could immediately place his/her work
- Set aside a specific time for cleaning desks, lockers, organizing notebooks, etc.
- Teach decision-making and prioritizing skills
- Teach time management skills

Grading

- Individualize grading procedure
- Use narrative report rather than standard report card

Middle School
DCAP

Introduction:
Ashland Middle School is dedicated toward meeting the diverse learning needs of its students. Every effort is made to identify individual learning presentations and to utilize strategies designed to maximize the student's learning potential. A variety of instructional methodologies, educational strategies, and academically sound techniques are employed to support and encourage a philosophy of lifelong learning.

Although most learners present with a combination of learning strengths and relative weaknesses, the goal of the district staff is to develop and sustain the best functional system of learning. Techniques which address visual, auditory, and tactile learners are often mutually effective and beneficial to all learners.

The Curriculum Accommodation Plan recommended to the District represents a starting point for the professionals and is not designed to be the sole process to meet every student's' need. The elementary, middle and secondary schools recognize that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, on going professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class Regular Education modification and accommodation:
 When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional-expertise to clarify the learning challenges. Together, they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individualized needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

Response to Intervention (RTI Team.):
The Response to Intervention Team is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. In recognition of the particular developmental needs of students in the primary grades, a modality approach may be recommended to address such needs as reading readiness, fine motor and coordination needs, social/emotional interventions, and articulation remediation. This regular

education service may be delivered through enhanced classroom programs, specialized modalities, the Reading Tutor Program, or through the School Counseling program. Students in upper elementary, middle, or high school grades who present with specific needs may be recommended to receive regular education services such as remedial reading, tutoring (where available) after school support programs, the Academic Support Center (high school) or through the School Counseling program. Formal and informal assessments and program participation would require parental permission and parental support. The RTI Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been remediated by the efforts employed within the regular education setting.

Team Referral: 504 or Special Education:

Some student's individualized needs exceed the available resources within the regular education setting and the student is referred to the appropriate evaluation team. Students with an identified or observed physical, emotional, learning, or health challenge may require specialized services, equipment, or situation-specific considerations. The information already acquired regarding the student's needs, an assessment of implemented accommodations/modifications, and all other related information available will serve as the foundation for a Team referral.

Once assessed, the student must meet the eligibility criteria for the statutes governing the 504 and/or the Special Education process. When appropriate, a 504 Accommodation Plan or a Special Education Individual Education Program will be developed and proposed by the District. Parent input throughout this process will be a key component and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Instructional Support Services

Personnel Resources Providing Support in the General Education Setting

Principal

Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.

Assistant Principal

Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all. Monitor and respond to behavioral issues that exceed the teachers' realm of classroom management. Determine consequences and establish constructive alternatives for improved behavior in future circumstances.

Guidance/ Adjustment Counselor

Provides individual student and group support, serve as liaisons between home and school, and provide parent and teacher support and consultation.

School Nurse

Provide consultation to parents, students and staff, direct service for individual students.

School Psychologist, OT/PT/Speech and Language Specialists

Individual student and group support, serve as liaisons between home and school, and provide parent and teacher consultation, classroom observation of students, informal screening and, when necessary, formal assessments.

Literacy Support Teachers

Provide remedial program for students in language arts, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

Title One Math and Reading Teachers

Provide remedial program for students in language arts and mathematics, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

ELL Teachers

Instruct students who are English Language Learners, collaborate and consult with classroom teachers regarding best practices for instruction of students learning English.

RTI Team

Follows the RTI process whereby the team works systematically to identify and implement strategies for instruction, support &/or enrichment, accommodations to the curriculum, teaching methods, teaching environments or materials necessary for a student to make academic progress**.**

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

In recognition of the developmental needs of students in the primary grades, a modality approach will be utilized to address such needs as, but not limited to, reading readiness, fine motor and gross motor as well as provide social/emotional intervention, and articulation remediation. Students in upper elementary, middle, or high school grades who present with specific needs such as lack of adequate performance, failing grades, absences, truancy or excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under regular education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will schedule an RTI Team meeting, including the classroom teacher and any appropriate staff. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued, or enhanced classroom modifications, and/or referral to a regular education service such as a reading or math tutor, speech or motor modalities, etc. There may also be a forwarding of the referral to the appropriate 504 Team or Special Education team.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the Teacher Assistance Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource:

Modifying Presentation of Material/Instructional Accommodations

- Chunking (Shorter tasks/segment)
- Teach concrete examples before abstract
- Relate information to student experience
- Reduce the number of concepts presented at one time
- Provide an overview of lesson & expectations before beginning (pre-teach)
- Simplify, rephrase, clarify language
- Schedule frequent, short conferences (check in)
- Provide consistent review of lesson before introducing new material.
- Allow use of technology to retain information. (e.g. tape recorders, computers etc.)
- Highlight important concepts (color coding, outline,study guides, graphic organizers.
- Space practice /drill sessions w/ peer partners, workshop games, competitions
- Monitor rate of presentation of material
- Give additional presentations (repeat, simplify, addnl examples, multi-modal approaches)
- Provide additional guided practice
- Enhance opportunities for positive feedback (including performance charting & self-monitoring)
- Recognize / credit oral participation in class
- Provide clear, concise directions for homework assignments
- Assign tasks at appropriate (even if lower) reading level
- Provide oral testing
- Use color coding for directions & expectations
- Grade on quality rather than quantity of responses when skill or concept mastery is shown
- Provide for motor-free or reduced opportunities
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance of assigned tasks (executive functioning training)
- Identify marking rubrics or focus of marking priorities of individual assignments
- Alter size or type of font for instructions and / or text
- Allow to rehearse designated responses prior to being called on in group setting
- Give rubrics and exemplars to students
- Utilize reference guides for students
- Give students a choice of activity based on learning style
- Give varied opportunities for assessment

Modifying the Environment

- Use student carrels (distraction free / reduced setting)
- Use advantageous seating (proximity, free from peer distraction, alter direction facing)
- Provide more than one study site
- Provide seating options (chairs with back support)
- Provide clutter free environment (empty desk, organize desk w/student)
- Use checklist, graphic organizers, & study guides
- Develop / maintain routines / schedules (use of a schedule for individual)
- Use notebooks / designated folders to organize assignments, materials, homework, etc.

- Communicate with various support staff
- Utilize mindfulness activities
- Track student goals and achievements

Modifying Time Demands

- Increase amount of time allowed to complete assignments / tests
- Reduce amount of work or length of tests
- Teach time management skills (checklists, prioritizing time, prioritizing assignments)
- Space short work periods with breaks / change of tasks
- Set up routines & maintain
- Alternate quiet and active time
- Provide specific task w/specific time limits
- Teach test taking strategies
- Offer alternative assessments

Modifying Materials: Visual Processing

- Highlight information to be learned
- Keep written assignments & workspace from extraneous or irrelevant distractors
- Use appropriate contrast between print and background of documents
- Clear and well-defined printed documents
- Review visual task and confirm understanding of all parts of assignment beforehand
- Chunking
- Reduce far point copying requirements
- Use white board or chart paper with colored markers & clear print
- Use graphic organizers

Modifying Materials: Language Processing

- Give written directions to supplement verbal
- Slow rate of presentation
- Simplify language used in instructions
- Avoid abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structure simple & gradually introduce larger sentence structure
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check understanding
- Pre-teach & clarify vocabulary prior to lesson
- Reduce extraneous auditory distractors (conversation, TV, hallway noise, etc.)
- Identify salient points ("This is important. Listen carefully.")
- Provide materials / text @ student's reading level
- Use visual cues to supplement verbal information
- Provide enhanced opportunities for hands-on activities, manipulatives, multi-modal instruction

- Establish concrete experiences before teaching abstract
- Provide learning opportunities relevant to the student's general base of knowledge
- Connect new learning w/previously mastered skills

Modifying Materials: Visual Motor Integration

- Modify quantity of written requirements
- Encourage student to select preferred mode of writing (cursive, manuscript, print, keyboarding)
- Set realistic and mutually agreed upon expectations for neatness
- Use peer or adult scribes
- Provide motor free or reduced opportunities (typing, tape recording, verbalizing responses)
- Provide student w/copies of lecture notes, study guide, or outline of taught material
- Reduce quantity of near-point or far-point copying (provide student w/copy to highlight)
- Adjust assignment for student's motor speed abilities and accuracy

Modifying Materials: Organizational

- Establish daily routine & maintain
- Make clear rules & consistently enforce
- Contract with the student
- Provide notebook w/organized sections for assignments w/due dates, study guides, etc.
- Avoid cluttered, crowded worksheets via blocking, cutting, folding, highlighting, underlining
- Hand out written assignments w/expected dates of completion
- Provide student w/pocket folders, notebooks, etc. to place work once complete
- Set aside specific time for cleaning desks, lockers, organizing notebooks, etc.
- Teach goal-setting skills
- Teach decision-making & prioritizing skills
- Teach time-management skills
- Display the agenda on the board

Grading

- Individualize grading procedure
- Incorporate Pass / Fail as appropriate
- Use narrative report rather than standard report card

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High School
BCAP

Introduction:

Ashland High School is dedicated toward meeting the diverse learning needs of its students. Every effort is made to identify individual learning presentations and to utilize strategies designed to maximize the student's learning potential. A variety of instructional methodologies, educational strategies, and academically sound techniques are employed to support and encourage a philosophy of lifelong learning. Although most learners present with a combination of learning strengths and relative weakness, the goal of the District Staff is to develop and sustain the best functional system of learning. Techniques which address visual, auditory, and tactile learners are often mutually effective and beneficial to all learners.

The Curriculum Accommodation Plan recommended to the District represents a starting point for the professionals and is not designed to be the sole· process to meet every student's need. The elementary, middle and secondary schools recognize that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, on going professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class Regular Education modification and accommodation:

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional-expertise to clarify the learning challenges. Together, they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individualized needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

Response to Intervention Team (RTI Team):

The Response to Intervention Team is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. In recognition of the particular developmental needs of students in the primary grades, a modality approach may be recommended to address such needs as reading readiness, fine motor and coordination needs, social/emotional interventions, and articulation remediation. This regular

education service may be delivered through enhanced classroom programs, specialized modalities, or through the School Counseling program. Students in upper elementary, middle, or high school grades who present with specific needs may be recommended to receive regular education services such as remedial reading, tutoring (where available) after school support programs, the Academic Foundations Course (high school) or through the School Counseling program. Formal and informal assessments and program participation would require parental permission and parental support. The RTI Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been remediated by the efforts employed within the regular education setting.

Team Referral: 504 or Special Education:

Some student's individualized needs exceed the available resources within the regular education setting and the student is referred to the appropriate evaluation Team. Students with an identified or observed physical, emotional, learning, or health challenge may require specialized services, equipment, or situation-specific considerations. The information already acquired regarding the student's needs, an assessment of implemented accommodations/modifications, and all other related information available will serve as the foundation for a Team referral.

Once assessed, the student must meet the eligibility criteria for the statutes governing the 504 and/or the Special Education process. When appropriate, a 504 Accommodation Plan or a special education Individual Education Program will be developed and proposed by the District. Parent input throughout this process will be a key component and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Personnel Resources Providing Support in the General Education Setting

Principal

Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.

Dean

Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all. Monitors and responds to behavioral issues that exceed the teachers' realm of classroom management. Determines consequences and establishes constructive alternatives for improved behavior in future circumstances.

Guidance Counselor

Provides individual student and group support, serve as liaisons between home and school, and provides parent and teacher support and consultation.

Adjustment Counselor

Provides individual student support, serves as liaisons between home and school, and offers community resources and support to families.

School Nurse

Provides consultation to parents, students and staff, direct service for individual students.

School Psychologist, OT/PT/Speech and Language Specialists

Individual student and group support, serve as liaisons between home and school, and provide parent and teacher consultation, classroom observation of students, informal screening and, when necessary, formal assessments.

Literacy Support Teachers

Provide remedial program for students in language arts, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

Title One Math and Reading Teachers

Provide remedial program for students in language arts and mathematics, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

ELL Teacher

Instructs students who are English Language Learners, collaborates and consults with classroom teachers regarding best practices for instruction of students learning English.

RTI Team

Follows the RTI process whereby the team works systematically to identify and implement strategies for instruction, support &/or enrichment, accommodations to the curriculum, teaching methods, teaching environments or materials necessary for a student to make academic progress.

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness, the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

In recognition of the developmental needs of students in the primary grades, a modality approach will be utilized to address such needs as, but not limited to, reading readiness, fine motor and gross motor as well as provide social/emotional intervention, and articulation remediation. Students in upper elementary, middle, or high school grades who present with specific needs such as lack of adequate performance, failing grades, absences, truancy or excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under regular education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will bring the referral forth to the RTI team at the next scheduled meeting, which occur once a cycle. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued, or enhanced classroom modifications, and/or referral to a regular education service such as a reading or math tutor, speech or motor modalities, etc. There may also be a forwarding of the referral to the appropriate 504 Team or Special Education team.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the RTI Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource.

Modifying Presentation of Material/Instructional Accommodations
- Chunking (shorter tasks/segment)
- Teach concrete examples before abstract
- Relate information to student experience
- Reduce the number of concepts presented at one time
- Provide an overview of lesson & expectations before beginning (pre-teach)
- Simplify, rephrase, clarify language
- Schedule frequent, short conferences (check in)
- Provide consistent review of lesson before introducing new material.
- Allow use of technology to retain information. (e.g. tape recorders, computers etc.)
- Highlight important concepts (color coding, outline, study guides, graphic organizers.
- Space practice /drill sessions w/ peer partners, workshop games, competitions
- Monitor rate of presentation of material
- Give additional presentations (repeat, simplify, adding examples, multi-modal approaches)
- Provide additional guided practice
- Enhance opportunities for positive feedback (including performance charting &   self-monitoring)
- Recognize / credit oral participation in class
- Provide clear, concise directions for homework assignments
- Assign tasks at appropriate (even if lower) reading level
- Provide oral testing
- Use color coding for directions & expectations
- Grade on quality rather than quantity of responses when skill or concept mastery is shown
- Provide for motor-free or reduced opportunities
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance of assigned tasks (executive functioning training)
- Identify marking rubrics or focus of marking priorities of individual assignments
- Alter size or type of font for instructions and / or text
- Allow to rehearse designated responses prior to being called on in group setting
- Give rubrics and exemplars to students
- Utilize reference guides for students
- Give students a choice of activity based on learning style
- Give varied opportunities for assessment

Modifying Materials: Visual Processing
- Highlight information to be learned
- Keep written assignments & workspace from extraneous or irrelevant distractors
- Use appropriate contrast between print and background of documents
- Clear and well-defined printed documents

- Review visual task and confirm understanding of all parts of assignment beforehand
- Chunking
- Reduce far point copying requirements
- Use white board or chart paper with colored markers & clear print
- Use graphic organizers

Modifying Materials: Language Processing
- Give written directions to supplement verbal
- Slow rate of presentation
- Simplify language used in instructions
- Avoid abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structure simple & gradually introduce larger sentence structure
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check understanding
- Pre-teach & clarify vocabulary prior to lesson
- Reduce extraneous auditory distractors (conversation, TV, hallway noise, etc.)
- Identify salient points ("This is important. Listen carefully.")
- Provide materials / text @ student's reading level
- Use visual cues to supplement verbal information
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Modifying the Environment
- Use student carrels (distraction free / reduced setting)
- Use advantageous seating (proximity, free from peer distraction, alter direction facing)
- Provide more than one study site
- Provide seating options (chairs with back support)
- Provide clutter free environment (empty desk, organize desk w/student)
- Use checklist, graphic organizers, & study guides
- Develop / maintain routines / schedules (use of a schedule for individual)
- Use notebooks / designated folders to organize assignments, materials, homework, etc.
- Communicate with various support staff
- Utilize mindfulness activities
- Track student goals and achievements

Modifying Time Demands
- Increase amount of time allowed to complete assignments / tests
- Reduce amount of work or length of tests
- Teach time management skills (checklists, prioritizing time, prioritizing assignments)
- Space short work periods with breaks / change of tasks
- Set up routines & maintain

- Alternate quiet and active time
- Provide specific task w/specific time limits
- Teach test taking strategies
- Offer alternative assessments

Modifying Materials: Visual Motor Integration
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- Establish daily routine & maintain
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- Display the agenda on the board

Grading
- Individualize grading procedure
- Incorporate Pass / Fail as appropriate

Portions of this documents were created using resources from:

Massachusetts Department of Education

Mendon - Upton School District

Milford Public Schools

SERC -Equity in Education