

# Hopedale Public Schools

## District Curriculum Accommodation Plan

### **Mission**

The mission of the Hopedale Public Schools is to provide all students with varied learning experiences and to develop the intellectual potential of each student. We believe that every child can learn successfully. We are committed to developing a range of learning experiences and environments that will ensure this success. We want our young people to be happy and to be well prepared to meet their own needs and the needs of others as responsible members of society. The staff makes accommodations in the classroom to meet diverse student needs in the areas of content level, language complexity, methodology, materials, assessment, and classroom design. Active and varied participatory learning includes differentiating instruction and promoting experiential learning. The 2003 NEASC accreditation report commended the Hopedale Junior/Senior High School for “the instructional strategies employed by the faculty that encourage student-centered and self-directed learning” and “the high degree of personalization in instruction by the faculty.”

### **What is a District Curriculum Accommodation Plan?**

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to assist leadership, teachers, and other personnel in ensuring that all possible efforts are made to meet student needs in general education classrooms. Additionally, the DCAP is designed to support teachers in analyzing and accommodating the wide range of student learning styles and diverse learning needs of all learners and helps to avoid unnecessary referrals to special education.

*Massachusetts General Laws, Chapter 71, Section 38Q ½*

*“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 the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q ½, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below. Parent advisory councils, established under section 3, of chapter 71A, may, at their request, meet at least once annually with the school council.”*

**Please note:** “The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.” (Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001).

## **What does this mean?**

The DCAP provides a plan to address student learning issues within the regular education setting and ensures that all efforts are made to meet the needs of diverse learners. All efforts shall be made to adjust the general education program to meet such needs. Such efforts may include, but are not limited to, adjustments in: curriculum, teaching strategies, teaching environments, or materials, and use of support services, consultative services, and building-based teams to meet children's needs in the general education classroom.

Included is a list of programs and personnel that are available to all students in the Hopedale Public Schools. In addition there is a list of specific strategies that teachers and other staff members may choose to use for their entire class or for individual students. Some of these strategies may be considered "best practices" and others may be accommodations appropriate for individual learners. It is important to recognize that not all of these strategies will be appropriate for all classes and/or all students. This list is meant to serve as a guide for leadership, teachers and other personnel who will make decisions based on the best interest of the students served. Hopedale Public Schools personnel may meet as a group to discuss student needs. Sometimes such meetings will result in an informal plan and other times a more formal plan such as an Individual Curriculum Accommodation Plan (ICAP), may be developed based on the strategies and techniques outlined in the DCAP. An ICAP is developed in concert with parent, teacher, and leadership input to identify instructional strategies targeted to particular students. Such information is documented in writing and the information is placed in the student's record.

# SCHOOLWIDE PROGRAMS & STRUCTURAL SUPPORTS

The following is a list of school wide programs and structural supports that are in place to support curriculum accommodations for all regular education students.

## Bright Beginnings Center

- Bright Beginnings Center (BBC) website
- Weekly classroom newsletters
- RTI Instructional Practices
- Regularly scheduled staff meetings to discuss student needs, programs, practices
- Computer and internet access in classrooms
- Systematic access to student data collection
- Modified scheduling
- Use of Social Thinking curriculum and materials
- Appropriate professional development opportunities both in house and outside
- Observations by other staff members
- Translation support for students/families requesting assistance
- Underrepresented population resources
- Web-based/technology learning tools
- Gesell training and materials provided to staff for K Screening and informal assessments
- Parent/Teacher Conferences

## Memorial School

- Memorial School website
- Teacher web pages
- RTI Instructional Practices
- Regularly scheduled staff meetings to discuss programs and practices
- Computer and internet access through labs and classrooms
- Extracurricular activities related to academic areas
- Use of Social Thinking curriculum and materials K-2
- Use of other Social Skills curriculums (Responsive Classroom, Open Classroom)
- Cross-curricular/integration activities for enhanced learning
- After School help offered by individual teachers
- Title 1 services for math
- Reading services
- Systematic data collection: Measured Progress
- Systematic data collection: AIMS web
- Systematic data collection: DRA
- Appropriate professional development opportunities in house and outside
- Observations of students by other staff members
- Translation support for students/families requesting assistance
- Underrepresented population resources
- Web-based/technology learning tools (EX: FASTT Math)
- Parent/Teacher Conferences

## **Junior/Senior High School**

- Advanced Placement (AP) courses offered
- After school help in all subjects
- Jr/Sr High web site
- Regularly scheduled staff meetings to discuss programs and practices
- Computer and internet access in labs and classrooms
- Internship options
- Cross-curricular/integration activities for enhanced learning
- Dual Enrollment availability
- Extracurricular activities related to academic areas
- Leveled classes in core classes grades 7-12
- MCAS prep offerings
- RTI Instructional practices
- Systematic access to student test data
- Translation support for students/families requesting assistance
- Underrepresented population resources
- Web-based learning tools
- Web-based career tools
- Web-based health surveys
- Student and Parent Portal access

## DISTRICT WIDE PERSONNEL RESOURCES

The following is a list of school personnel available to provide consultations, support and interventions for all students in the regular education setting.

Administrative Team Members

Behavioral Specialist (BCBA)

Internship Coordinator

Department Heads 7-12

Curriculum Chairpersons Pre K-6

Grade Level Leaders Pre K-6

ELL Coordinator

ELL Teacher

Homeless Liaison

Occupational Therapist

Occupational Therapy Assistant

Physical Therapist

Speech & Language Pathologists

Vision Specialist

Orientation and Mobility Specialist

Educational Audiologist

Teacher of the Deaf

Reading Specialists

School Adjustment Counselor

School Guidance Counselors

School Psychologists

School Resource Officer      Translators

Technology Specialists      Home School Liaison

Title 1 Teacher      Title IX Director

## PROFESSIONAL DEVELOPMENT

This is a list of professional development opportunities offered at Hopedale Public Schools that foster the development and implementation of new and diverse curriculum, techniques, pedagogy, and classroom management. The goals of DCAP is to provide educational opportunities that meet the needs of all learners, therefore these professional development programs are a crucial part to its success.

- Data Analysis Training
- Department Curriculum Days
- ELL workshops
- Mandated In-Service Trainings
- New Teacher Induction and Mentoring Program
- Restraint Training
- Staff Presentations on Best Practices
- Technology Training Workshops
- Mapping
- Teacher Evaluation Workshops
- Mental Health Workshops
- Executive Functioning Workshop
- Reading with TLC Workshop
- Staff attendance at outside workshops and seminars
- Reimbursement for college courses
- Professional Learning Community opportunities
- Response to Intervention (RTI)

## **PARENTAL INVOLVEMENT OPPORTUNITIES**

A key component to a school community is the parents. Research shows that the more involved parents are with their student's education, the more successful the student will be. Keeping that in mind, parental involvement is encouraged and fostered through a variety of activities within the Hopedale Public Schools.

- Hopedale Public Schools websites (Main website, BBC, Memorial, and Jr/Sr High)
- Individual teacher and Guidance web pages, newsletters, blogs, etc.
- College/Financial planning nights
- Implementation of Parent Portal
- Individual parent phone calls, conferences, and/or e-mails are encouraged at all levels
- Monthly newsletters and Principal Blogs
- Emergency Alert System
- Open House
- Parent Advisory Council (PAC) and Special Education Parent Advisory Council (SEPAC)
- Friends of Bright Beginnings
- Parent Orientation (Kindergarten, grade 7)
- Parent-Teacher Conferences
- Parental involvement in School Councils
- Report Cards and Progress Reports
- School Handbooks
- Program of Studies Night
- Principal's Coffee
- School Council

## SPECIFIC ACCOMMODATIONS AND MODIFICATIONS

Below is a list of accommodations, modifications and teaching strategies that can be used to serve the diverse learning needs of students. The list is not all inclusive, it is just a sampling of some things that may be helpful in a regular education classroom to meet student needs. Not all strategies will be appropriate for all classes and/or all students. This is a resource guideline. Many of the strategies listed are used in a classroom on a daily basis for all students. When it is determined that a student is not making effective progress in one or more of their classes, it may be necessary to create a formal Individualized Curriculum Accommodation Plan (ICAP) for the student that mandates one or more of these accommodations.

### ***Instructional Strategies***

Arrange/modify seating  
Use visual/auditory aids  
Minimize distractions  
Differentiated instruction  
Offer peer teaching/group activities  
Encourage peer tutoring  
Modify tasks  
Encourage after school extra help  
Teach study strategies (note taking, flashcards, developing study guides, etc.)  
Teach test taking strategies  
Offer research assistance  
Provide visual and auditory cues to stay on task  
Include wait time during instruction  
Allow for delayed response time  
Provide graphic organizers  
Include transition cues  
Provide individual help within the classroom  
Teach reading strategies within content area  
Provide models of assignment expectations  
Pre-teach vocabulary  
Provide marker to guide reading  
Utilize computer assisted instruction  
Provide calculators  
Take advantage of computer labs  
Utilize word processors  
Use listening centers/audio recordings of books  
Utilize hand held electronic spellers  
Utilize digital measuring devices

### ***Materials/Tools***

Modify materials  
Provide scaffolded notes  
Provide copy of teacher notes  
Provide reference tools  
Provide supplementary materials

### ***Communication***

Establish communication plan with parent/guardian (be specific)

### ***Assignments/Assessments***

Modify/Differentiate assignments  
Modify/differentiate assessments  
Modify assessment format  
Design long-term assignment deadlines  
Allow extended time on tests  
Allow for oral testing  
Provide rubrics  
Repeat/clarify directions  
Read test to student  
Provide small group testing  
Provide a scribe, when needed

### ***Self-Management/Organization***

Develop instructional contracts  
Schedule counseling or group meetings  
Encourage study groups  
Teach study strategies(note-taking, flashcards, develop study guides, etc.)  
Teach test taking strategies  
Use computer lab  
Monitor use of agenda to record HW  
Assist with organization of notebooks

### ***Behavioral Strategies Technology***

Arrange/modify seating  
Adjust classroom/behavior management  
Minimize distractions  
Provide praise/positive reinforcement  
Provide clear, consistent expectations  
Provide logical consequences  
Develop a behavior plan  
Schedule counseling or group meetings  
Allow for teacher consultations with school psychologist, social worker, guidance counselor, etc.  
Allow breaks  
Provide student/parent with specific behavioral feedback  
Incorporate stress-release activities

\*\*\*NOTE: The term "modify" in this document refers to changing the format or presentation of the materials, not changing the content of the curriculum.



## **CLASSROOM ACCOMMODATIONS IN DETAIL**

These are accommodations that can be used by classroom teachers when working with students who are having difficulties in the areas indicated. Some are specifically for younger children, some are specifically for older children and some can be adapted to use with any age. These are suggestions taken from a variety of resources and staff members are encouraged to add to the lists.

### **MATH**

- Have student work on one section of the paper at a time. The paper can be folded in half, quarters, etc. A window may be cut out of a second paper to show only the problem to be completed-blocking out the rest of the paper.
- Draw boxes around all of the problems. Use different colored boxes and have students complete one color at a time.
- Allow the student to use a calculator to check work. Be sure that the student knows the function before using this modification. In some cases a student may need to use a calculator to complete the work in general.
- Have the student complete only the odd or even numbered problems.
- Use manipulatives to solve problems-especially effective in lower grades
- Provide praise and reinforcement or a small reward such as free time/free choice/ allow him/her to listen to iPod, go on computer, etc. when he/she stays on task and completes the assignment.
- Use a timer to ensure that student is aware of the amount of time that he/she has to complete the problems.
- Have student use flashcards to study concepts-with question or problem on one side and answer on the reverse. Especially effective if student creates cards as it acts as practice.
- Allow use of fact chart or computer
- Graph student's progress and allow him/her to graph progress
- Allow the student to skip the area for practice or problems in which he/she shows competence
- Use student's names in word problems
- Give student the option to complete a worksheet or workbook page in any order and not in the order presented on the sheet
- Use color coding for different functions: a different color for addition, subtraction, etc.

### **READING**

- Survey the students to determine areas of interest and provide reading materials in those areas
- Provide a library in the classroom that appeals to student interests
- Let students share books
- Keep plenty of reading materials in the classroom and readily available. Encourage students to always use those materials.
- Let older students go to younger grades to read to students
- Encourage pleasure reading
- Assist students in finding reading material that is at their proper reading level and interest.
- Label objects in the classroom and have students reference these objects periodically. Have students give them different names, as appropriate.
- Provide access to books on tape or use of other technology
- Pair students to read content material
- Read directions and passages aloud to students
- Do not assume students understand vocabulary, phrases or sayings. Spend some time discussing.

## WRITING

- Use a window to cover all the material being copied except for a small section
- Show the students how to leave a space with one finger between words
- Let students work with each other while doing writing assignments, such as a peer tutoring arrangement.
- Make sure students reread what he/she has written before handing it in. Let students review each other's work. Let them use a "whisper phone".
- Have students write in a daily journal for practice with sentence structure, mechanics, etc
- Let students write about what interests them and/or take themes from reading materials, the news, media, home interests, etc.
- Use spelling lists to write stories
- Give solid meaning to new spelling words. Have students write words on one side of card and illustrate the meaning and definition on the other side of the card
- Allow use of technology to write stories
- Provide graphic organizers and show students how to use them

## BEHAVIOR

- Have a verbal, or if needed, a written contract with a child outlining expected behaviors and the rewards that will be given when the behavior is appropriate and the terms of the contract have been met
- Use highly desirable activities after less desirable ones and make completion the first activity necessary to start the second
- Do not use activities or assignments as punishment

## EMOTIONAL SELF REGULATION

- Strategies for emotional self-regulation include: behavior intervention plans, positive behavior support plans, use of programs such as Brain Gym, How to get your Engine Running, Skill Streaming.
- Programs that improve student social and emotional competency and can be critical to improving academic performance and lifelong learning include: Open Circle, Responsive Classroom, Superflex: A Superhero Social Thinking Curriculum, Social Stories, Comic Strip Conversations

## DISORGANIZATION

- Provide time at the beginning and at the end of the day and, if necessary, during the day for the student to organize himself/herself
- Establish routines with consistent vocabulary and procedures. Clearly define the beginning, middle, and end of activities
- Actually teach organizational skills to the entire class. Provide activities for practice and praise for use of taught strategies
- Use strategy notebooks with students. Teach a strategy for organization, etc and have students write or glue it into a strategy notebook that they can refer to during the school day or when needed
- Provide additional time for student(s) to complete activities and assignments
- Provide the student with more work space if necessary. Accept the fact that some students need more space.
- Label objects within the room to locate materials
- Limit the materials used in the classroom
- Provide the student with a checklist for routine activities, materials to be used, steps to follow, etc.
- Model how to complete an activity such as note taking, planning for a long term project, etc. Then periodically check in with the student (giving deadlines along the way) and the parent about progress on the project

## INATTENTIVENESS

- Have the student use a timer. Increase the amount of time for student to remain on task gradually
- Modify instruction so that the student will have more concrete experiences
- Provide a quiet place for the student to complete his/her work and/or noise blocking headphones
- Break down activities into smaller steps with frequent check ins
- Let the student choose activities to complete first and let the student have input into how long he/she will need to complete it then check in with him/her on progress

## EXECUTIVE FUNCTIONING DIFFICULTIES

- Refer to above suggestions for Disorganization and Inattentiveness
  - Teach specific strategies such as those listed and described below:
    - o Use of an agenda: model how to use one and allow class time to complete it
    - o Teach time management: have students estimate how long they anticipate each part of a project/assignment/experiment, etc will take and then write down the actual time it took; provide students with a calendar to write in the deadline date for a long term assignment then write in other commitments and amount of time and days they will work on project until due date. Model for them.
    - o Brain Dump: Allow students to write down all they recall about a subject on the back of the test or quiz before taking it. Let them refer to this during the test or quiz.
    - o Teach students mnemonics for recalling lengthy information or for memorizing steps, strategies, etc. Use of cartoons, catchy phrases and/or songs also help secure information in memory
    - o Provide chapter summary organizers to help students understand the main focus of a chapter. This can include the title, chapter, setting, characters, main character's name, a space to list 3 facts about the main character, a section to write the main character's problem, a space to write down new vocabulary, and a space for writing down a summary or the most important thing that happened in the chapter. This can be adapted for any subject.
- Teach shifting and flexible thinking. Many academic tasks require it. Examples on how to teach it: use of riddles or jokes, have students categorize weekly spelling words or vocabulary in a variety of ways such as parts of speech, meaning, alphabetically, etc., write a short story from the perspective of an object, illustrate multiple meaning words

# Accommodation Quick Reference

## Writing/Written Expression

- Use of a keyboard
- Utilize content outline with major points in bold
- Provide hard copy of class notes
- Allow oral responses
- Use a scribe
- Provide additional time to complete assignments
- Do not penalize for handwriting or spelling errors
- Tape record student thoughts prior to writing
- Use a personal dictionary
- Use graphic organizers to plan composition
- Provide different kinds and colors of paper
- Allow extra time for written and/or oral responses
- Tape essay responses
- Use visual instructional aides
- Allow use of a computer
- Use activity sheets that require minimal writing

## Science/Social Studies

- Provide content outlines, study guides, or overhead copy
- Highlight instructions on lab sheets
- Use flexible scheduling/assignments
- Provide large print materials
- Provide content vocabulary cards with graphics
- Use recorded text or books on tape
- Use enlarged or tactile drawings
- Use of a lab partner
- Use video to support text
- Use instructional aides on assessments
- Have access to a computer/graphing calculator
- Provide equipment with large print markings
- Substitute projects for written work
- Use of a note taker

## Math

- Provide math books or activity sheets in larger print
- Use manipulatives to move from concrete to abstract
- Provide vocabulary/definition cards
- Use math charts
- Use tactile numbers and signs
- Use computational aides
- Use a raised number line
- Use graph paper to organize and align numbers in the correct column
- Use concept related songs
- Use mnemonic devices
- Use calculator

# Accommodation Quick Reference

- Use peer partners
- Provide fact tables for reference
- Provide fewer problems on the page
- Allow oral reading of story problems
- Break story problems into small chunks
- Use graphics and illustrations

## Reading

- Use books on tape
- Provide larger print materials
- Provide books/study sheets with key phrases/words highlighted
- Use visual aids to add meaning
- Allow students to highlight key points
- Provide bulleted information
- Use audible reading software
- Practice skills using electronic devices
- Provide graphic organizers with key points
- Use direct teacher and strategy instruction
- Use small group instruction
- Paired reading and echo reading
- Present new vocabulary visually
- Describe visual examples in book
- Use study aids
- Exempt from reading aloud before peers

## Testing

- Provide study questions and study sheets
- Use open book/open notes tests
- Consider effort or participation as part of grade
- Allow one page of notes or a note card for use during test
- Read aloud words, phrases, sentences in questions, or answer choices
- Allow oral responses
- Vary the testing format
- Allow use of technology
- Give extra time for completion
- Divide into more than one administration session
- Shorten length of test
- Decreased multiple choice
- Small group setting
- Consideration to the time of the day
- Frequent, monitored breaks
- Use of a scribe
- Consideration to the time of the day
- Frequent, monitored breaks
- Use of a scribe

# Accommodation Quick Reference

## Homework/Assignments

- Display examples/models
- Provide written and verbal directions
- Break assignment into smaller segments or tasks
- Reduce assignment
- Assign special projects or give alternative assignments
- Extended time for the completion of tasks
- Allow oral responses
- Allow audiotaped responses
- Allow extra credit
- Copy of peer notes to study/complete assignments
- Check that homework and long term assignments are written correctly in agenda
- Number/sequence the steps of an assignment
- Give frequent reminders about due dates for assignments
- Give directions in small steps

## Instruction

- Use of peer/individual tutoring
- Use pairs or small groups
- Provide copy of class notes
- Provide enlarged copies of handouts
- Incorporate technology into lesson
- Use overhead and other visuals in oral presentations
- Provide copy of materials covered in class (PowerPoints/overheads)
- Teach specific study skills
- Allow variety of student responses
- Accept computer-processed or typed assignments
- Face students for lip reading
- Provide written and verbal directions paired with visuals
- Highlight key points within written text/materials
- Use immediate feedback
- Encourage student to repeat directions orally

## Classroom Environment

- Reduce unnecessary visual stimuli/clutter
- Seat student in low traffic environment
- Eliminate distracters from desk
- Stand near student when instructions are being given
- Post daily routine in writing in a visible location
- Allow the student frequent breaks if needed
- Include opportunities for physical activity
- Use of a study carrel
- Keep extra supply of pencils, pens, and paper
- Have a pre-arranged cue for the student to have room
- Use a checklist to check off completed tasks
- Allow student to sit on a balance ball or stand while working

# Accommodation Quick Reference

- Use earplugs/headphones to minimize noise
- Allow student to transition ahead of the class

## Equipment/Assistive Technology

- Calculation device
- Portable word processor
- Tape recorder
- Interpreter
- Computer access
- Electronic dictionary
- Recorder reader device
- Amplification device
- Spell checking device
- Note taker
- Study carrel
- Pencil grips
- Mini-trampoline
- Earplugs
- Headphones
- Touch screen
- Augmentative communication device
- Closed caption for video
- Place marker
- Adapted mouse
- Glare-reduction screen
- Text-to-speech converter
- Adapted switches
- Touch screen

## Behavior

- Set clearly defined standards
- Periodically remind students of rules
- Use private signals for reminders
- Assign preferential seating
- Close teacher proximity
- Direct eye contact
- Positive reinforcement and incentives
- Frequent breaks
- Monitor closely during transitions
- Use calming strategies or relaxation techniques
- Assign a safe place for “cooling down” or “regrouping” when a student becomes frustrated
- Hold confidential conference and/or discussion on behavior
- Use signals for transitions in advance
- Develop a behavior contract
- Provide a Behavior Improvement Plan

# Accommodation Quick Reference

## Materials

- Assignment notebook/calendars
- Models or examples of end products
- Written copy of teacher/content notes
- Large print copy
- Braille materials
- Materials in native language
- Visual aids (flash cards, fact charts)
- Manipulatives
- Study aids
- Colored overlays
- Content vocabulary study cards with graphics
- Major points highlighted, italicized, or bolded
- Highlighters/highlighter tape
- Tape recorded articles/books
- Interpreter
- Study partner to help clarify directions
- Specialized software
- Altered format materials
- Graphic Organizers

## Time Management

- Incorporate breaks between work periods
- Allow extra time for completion of tasks
- Cross off completed tasks from a checklist
- Additional time for homework completion
- Reduce amount of work load from original assignment
- Provide a specific location for turning in work
- Use multiple reminders to inform students of upcoming transitions or changes in activity
- Provide a timer for students to use to manage tasks
- Use time management tools (daily planner, assignment sheet, calendar)
- Extend time for projects, assignments, or assessments
- Change schedule or order of activities to reduce fatigue