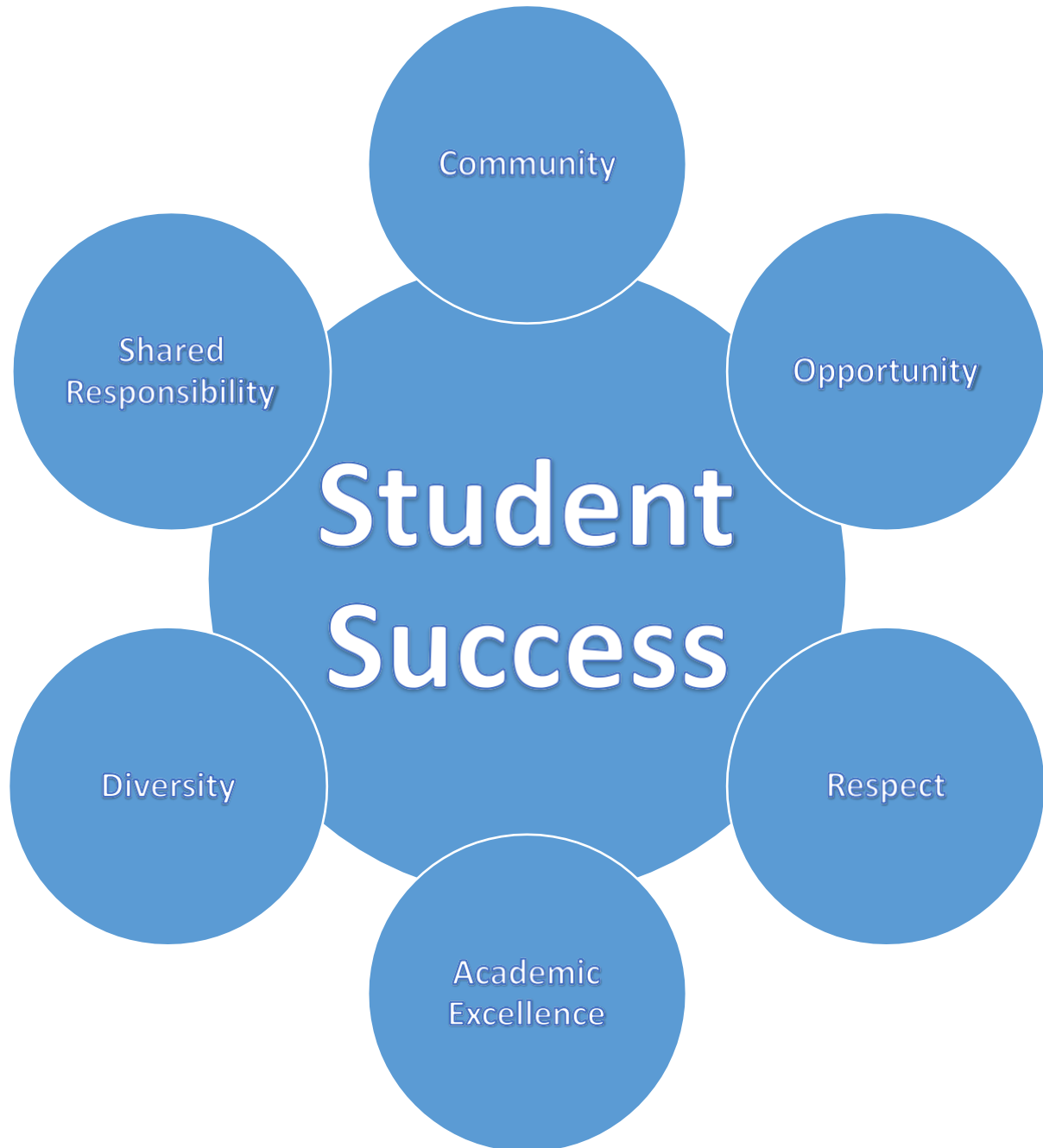




**Marlborough Public Schools**  
*District Curriculum Accommodation Plan*  
*(DCAP)*

A Resource Guide for Administrators, Educators,  
Paraeducators and Parents





## **MISSION STATEMENT**

The Marlborough Public Schools values excellence as a standard for both educational programs and services and internal operations, ensuring that each individual student has the opportunity to be successful in an information-rich, global society. Through high expectations and a strong academic program, students will begin and maintain the lifelong learning process that will prepare them for the challenges ahead and the importance of becoming a contributor to their community.

## **BELIEF STATEMENT**

### **WE BELIEVE AND VALUE**

1. The individuality and uniqueness of each child.
2. The special talents and abilities of each child.
3. The truth that all children can learn.
4. The respect for personal and cultural diversity.
5. The respect and dignity of each member of the school community.
6. The student's right to equal access to educational opportunity.
7. The partnership between the school system and the community.

# Marlborough Public Schools District Accommodation Plan December 2015

Mass General Law Chapter 71 Section 38Q1/2
--

<i>“A school district shall adopt and implement a curriculum accommodation plan to assist principals 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 services 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 under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”</i>
---

The Public Schools of Marlborough is proud of its richly diverse student body. This diversity infuses our schools and classrooms with varied experiences and strengths, yet it also presents unique challenges. Teachers regularly grapple with how to meet the needs of Marlborough students who represent a broad range of learning styles, life experiences, languages spoken, parental and familial expectations, previous school experiences, and background skills and knowledge. The purpose of the District Curriculum Accommodation Plan (DCAP) is to describe the strategies and resources that are available to classroom teachers and specialists in their quest to address the diverse learning needs of our students outside of special education. Implementation of the DCAP is a critical component of the Student Support Team process in meeting the needs of all learners.

As stated by the MA Department of Elementary and Secondary Education (DESE), the targeted areas for the DCAP are:

1. Strategies to assist regular education classroom teachers to help them analyze and accommodate various students’ learning needs, including students who are English Learners, and to manage students’ behavior effectively.
2. Support services that are available to students through the regular education program.
3. Direct and systematic instruction in reading for all students.
4. Teacher mentoring and collaboration.
5. Parental involvement in their children’s education.

**Marlborough Public Schools  
District Curriculum Accommodation Plan (DCAP)**

**Table of Contents**

I.	INTRODUCTION	4
	Why have a DCAP?	
	<ul style="list-style-type: none"> <li>• Massachusetts General Laws, Chapter 71 Section 38Q1/2</li> <li>• Multi-Tiered System of Support (MTSS)</li> </ul>	
II.	DCAP FLOW CHART	5
	What is the process for identifying and addressing the needs of general education students?	
III.	SUPPORTS AND PROGRAMS	
	What districtwide regular education supports and programs are available?	6
	<ul style="list-style-type: none"> <li>• Educational Program: Curriculum, Instruction and Assessment</li> <li>• General Education Support Services to Provide Access to Learning</li> <li>• Personnel Available to Provide Consultation to Assist Education with General Education Accommodations</li> <li>• Accommodations Provided with General Education Program When Appropriate</li> <li>• Professional Development, Induction, and Support for Education</li> <li>• Volunteer and Community Resources</li> </ul>	6 7 9 9 11 12-13

**Acknowledgments:** The 2015 Marlborough Public Schools District Curriculum Accommodation Plan is a result of the research and development by the DCAP Revision Committee comprised of principals, curriculum coordinators, teachers, and student service administrators.

**DCAP Revision Committee (2015-2016)**

Mary Murphy - Executive Director of Primary and Elementary Education  
 Maureen Greulich - Executive Director of Secondary Education  
 Karen Sturges - Assistant Director of Special Education  
 Lynne Medailleu - EL Supervisor  
 Alyssa Tully - Principal Richer School  
 Charles Caliri - Principal Marlborough High School  
 Kalliope Pantazopoulos - Assistant Principal Jaworek School  
 Hannah Tolla - Whitcomb School teacher  
 Heather Sargent - Kane School teacher

# Marlborough Public Schools

## District Curriculum Accommodation Plan (DCAP)

### OVERVIEW

#### INTRODUCTION

Why have a DCAP?

In May 2012 the Commonwealth of Massachusetts adopted a law for school districts to implement a curriculum accommodation plan.

The purpose of the Marlborough Public Schools DCAP is to describe the strategies and resources available to administrators, classroom teachers and specialists to address the diverse learning needs of our students outside of special education. It is intended to be a foundation and an outline from which principals can adopt and adapt more specific building curriculum accommodation plans.

Included in this document are the following sections:

- DCAP Flow Chart: Identifying and Addressing the Needs of General Education Students
- Student Support Interventions
- Supports and Programs: District-wide Regular Education

#### **The Massachusetts Tiered System of Supports (MTSS)**

Massachusetts has developed a blueprint outlining a single system of supports that is responsive to the academic and nonacademic needs of all students. This blueprint, the Massachusetts Tiered System of Supports (MTSS), provides a framework for school improvement that focuses on system-level change across the classroom, school, and district to meet the academic and nonacademic needs of all students, including students with disabilities, English learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught.

Schools and districts are encouraged to work toward an integrated approach to support students' academic and social-emotional competencies. All students receive academic instruction and behavioral supports that include differentiation. Professional development is planned to equip staff with the skills to provide students with extension activities guided by the three Universal Design for Learning principles (multiple means of representation, multiple means of action and expressions, and multiple means of engagement).

When students are struggling with the regular classroom curriculum, we first examine our own practice to ensure that our instructional practices, strategies, systems, rules, routines, assignments, climate, curricula, and programming are not the cause of the students' lack of success. We ask: Does the student positively respond when we adopt and adapt best practices within the general education setting? We assess and carefully track their progress using data from formative and summative assessments and progress monitoring.

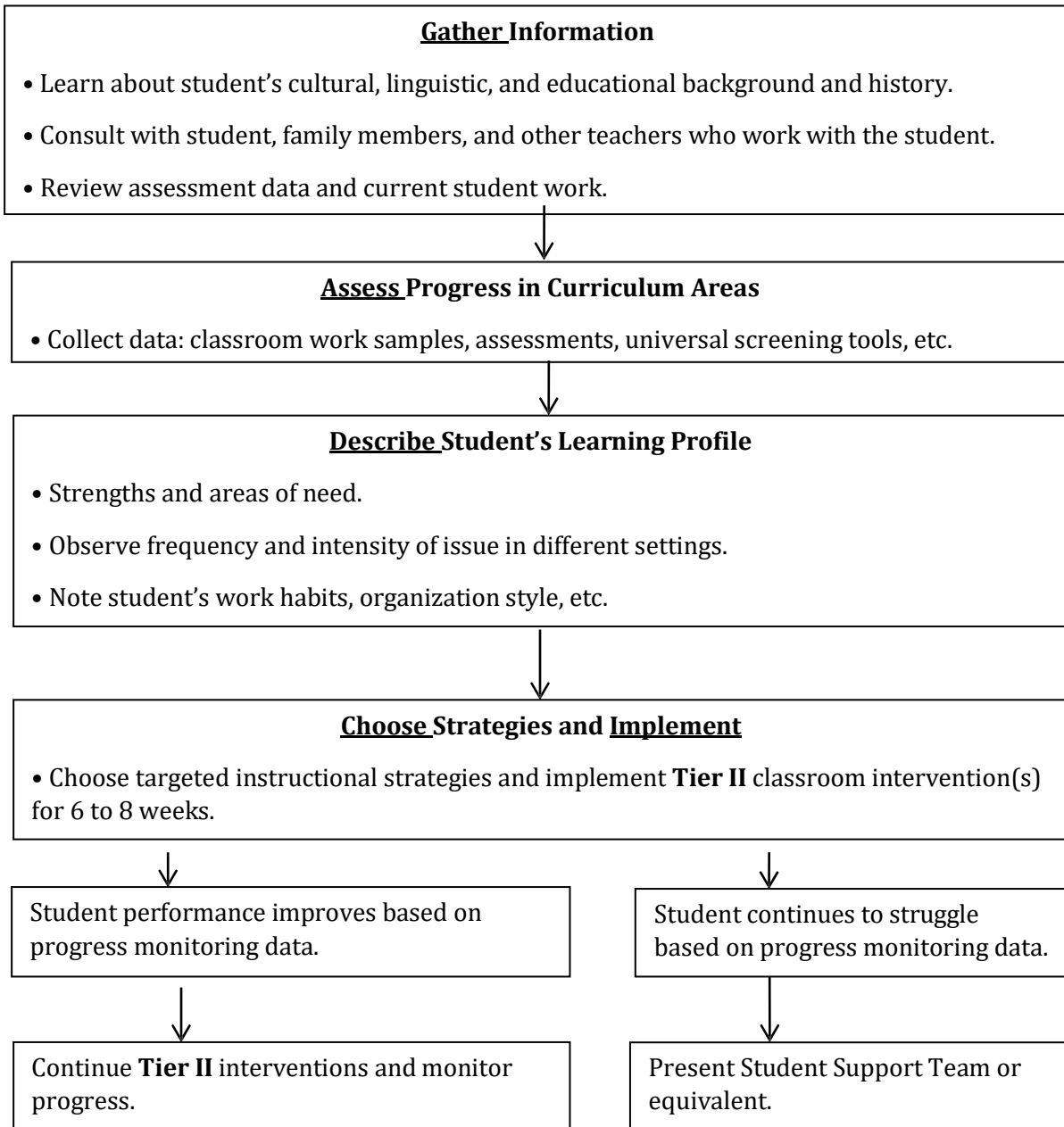
District and building curriculum accommodation plans provide the procedures and guidelines for general education teachers and special education personnel to collaborate on the instructional interventions and the data-driven decision-making that results moving students who are not meeting with success from Tier 1 to Tier 2, and then to Tier 3.

DCAP FLOW CHART

*What is the process for identifying and addressing the needs of regular education students?*

Student is having difficulty in school with:

Academics Social/Emotional Behavior  
Executive Functioning or Organization  
Communication



*The District Curriculum Accommodation Plan documents the ways in which Marlborough 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.*

The information below outlines the various approaches used to provide all Marlborough students with equal access to the District's general education program.

## I. Educational Program: Curriculum, Instruction, and Assessment

<b>Curriculum Frameworks</b>	<ul style="list-style-type: none"> <li>Where in existence, Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks used as basis of District curriculum planning</li> </ul>
<b>Standards-based Approach</b>	<ul style="list-style-type: none"> <li>Based on Curriculum Frameworks, District K-12 learning standards for all students developed; standards-based reporting instrument in grades K-4</li> <li>Common assessments are developed and benchmarked to provide equity across grade levels, schools, and courses. Some assessments include Developmental Reading Assessment (DRA) and Formative Assessment System for Teachers (FAST) in elementary; grade level-wide assessments at elementary and middle; and common midterms and finals at high school</li> <li>Rubrics used often to provide clear expectations for student learning (all levels)</li> </ul>
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Expectation that educators will vary content, process, and product demands in response to students' needs, based on formative assessment</li> </ul>
<b>Use of Assessment Data to Monitor Student Progress</b>	<ul style="list-style-type: none"> <li>MCAS and ACCESS data analyzed for aggregate trends and for individual student performance</li> <li>MCAS, DRA, FAST, Math Unit Tests, etc. used as part of information to determine eligibility for additional support</li> </ul>

## II. General Education Support Services to Provide Access to Learning

<b>Student Support Teams/Early Intervention Team</b>	<ul style="list-style-type: none"> <li>Each school has a structured process to review issues related to students who are not making effective progress academically, socially/emotionally or behaviorally. These teams are made up of administrators, teachers, and specialists who review data, make recommendations for accommodations, and monitor progress.</li> </ul>
<b>Collaborative Teams</b>	<ul style="list-style-type: none"> <li>Various grade level and/or departmental teams of educators, including classroom teachers, EL teachers, instructional specialists, guidance counselors, school adjustment counselors, school psychologists, team chairs, nurses, special educators (including speech and language pathologists, physical and occupational therapists), curriculum coordinators, and/or administrators who meet regularly to set learning goals, examine student assessment data, and design interventions.</li> </ul>
<b>Reading and Mathematics Specialist Support</b>	<ul style="list-style-type: none"> <li>Reading and Mathematics specialists at Title I schoolwide elementary schools, intensive “extra dose “of small group reading instruction</li> <li>Reading specialist (5) for reading interventions outside of regular language arts program</li> </ul>
<b>Additional Support</b>	<ul style="list-style-type: none"> <li>Elementary level: paraprofessionals carrying out targeted reading and math interventions; reading tutors, including Title I-funded tutors in schoolwide schools; math tutor</li> <li>Middle level: math tutors (Grades 7-8); ELA tutor (Grades 7-8)</li> <li>After school “Homework Club” (Grades 5-8 and Grades 9-12)</li> <li>Before- and after-school EL support</li> </ul>
<b>English Learner Program</b>	<ul style="list-style-type: none"> <li>Sheltered English Immersion Program (SEI) – a program that incorporates strategies to make content area instruction more comprehensible to EL students and to promote language development. As part of the SEI program, a student is enrolled in English Language Development (ELD) classes; direct English language instruction focused on developing speaking, listening, reading, and writing skills in English</li> </ul>



	<ul style="list-style-type: none"> <li>Sheltered content instruction classes (SCI): content area instruction that integrates sheltering strategies to make content comprehensible and develop content-area academic language</li> </ul>
<b>MCAS Intervention Programming</b>	<ul style="list-style-type: none"> <li>Curriculum Alignment with ELA, Mathematics, and Science/Technology MA Frameworks</li> <li>Elementary before- and after-school targeted MCAS support</li> <li>Grades 3-10 MCAS Boot Camp</li> <li>MCAS Saturday Sessions Grades 8-11 (grant funded)</li> </ul>
<b>Summer Academic Programming</b>	<ul style="list-style-type: none"> <li>Elementary Title I summer program</li> <li>Title III English Learner summer program for Grades K-12 students</li> <li>Summer academic support program for Grades 5-12 students</li> <li>Extended school year program for all special education students both substantially separate and integrated into programs listed above</li> </ul>
<b>Counseling Services</b>	<ul style="list-style-type: none"> <li>School Adjustment counselors, Pre-K-12</li> <li>Guidance counselors, Grades 5-12</li> <li>School Psychologists, Grades K-12</li> </ul>
<b>School Nurses</b>	<ul style="list-style-type: none"> <li>Provide physical and mental health related supports</li> <li>Support District wellness and safety plan</li> <li>Serve on building support teams</li> </ul>
<b>Behavioral Specialists</b>	<ul style="list-style-type: none"> <li>Consultation regarding behavioral issues</li> <li>Conducts Functional Behavioral Assessments</li> </ul>
<b>School Resource Officers</b>	<ul style="list-style-type: none"> <li>Two officers, Grades K-12</li> <li>Provide proactive interventions with at-risk students; work with leadership teams to develop prevention programs, incident management, anti-bullying policy, etc.</li> </ul>

**III. Personnel Available to Provide Consultation to Assist Educators with General Education**

<b>Principals</b>	<b>Instructional Specialists</b>	<b>EL Teachers</b>
<b>Assistant Principals</b>	<b>Curriculum Coordinators</b>	<b>Speech and Language Pathologists</b>
<b>School Psychologists</b>	<b>Teacher Leaders/Lead Teachers</b>	<b>Occupational Therapists</b>
<b>Guidance Counselors</b>	<b>Media Specialists</b>	<b>Physical Therapists</b>
<b>School Adjustment Counselors</b>	<b>Special Education Teachers</b>	<b>Assistive Technology Specialist</b>
<p><b>Parents and guardians are partners in the work to provide the best education possible for students. Through the support team processes, and in general, we ask parents to consult regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.</b></p>		

**IV. Accommodations Provided within General Education Program When Appropriate**

<b>Physical</b>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Frequent breaks</li> <li>• Writing aids (slant board, pencil grips, etc.)</li> <li>• Stress release activities (squeeze objects, motor breaks, etc.)</li> <li>• Remove auditory and visual distractions (use headphones, privacy screens, etc.)</li> </ul>
<b>Behavioral</b>	<ul style="list-style-type: none"> <li>• Positive Behavior Interventions and Supports (PBIS) Grades K-8</li> <li>• Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)</li> <li>• Alternative seating</li> <li>• Logical consequences</li> <li>• Counseling</li> <li>• Peer mediation</li> <li>• Alternative schedule/restructure demands</li> </ul>

<p><b>Instructional</b></p>	<ul style="list-style-type: none"> <li>• Visual aids</li> <li>• Manipulatives and other hands-on strategies</li> <li>• Additional small group instruction</li> <li>• Graphic organizers</li> <li>• Study guides/structured notes</li> <li>• Homework checks/homework help/targeted homework (quality vs. quantity)</li> <li>• Posted Schedule</li> <li>• Planner checks</li> <li>• Alternative assessments</li> <li>• Work contracts</li> <li>• Peer tutoring</li> <li>• Cues for transitions</li> <li>• Break down tasks into explicit chunks</li> <li>• Extra help sessions</li> <li>• Extended day/week/year access to academic programming</li> </ul>
<p><b>Technological</b></p>	<ul style="list-style-type: none"> <li>• Instructional software</li> <li>• Calculator</li> <li>• Chromebooks, iPads and other approved devices</li> <li>• Listening center/audio recording of books</li> <li>• Document Cameras</li> <li>• Projectors</li> </ul>

## V. Professional Development, Induction, and Support for Educators

<b>Graduate Courses</b>	<ul style="list-style-type: none"> <li>• Reimbursement for qualifying courses/programs, face-to-face and on-line</li> <li>• Relevant courses offered in district</li> <li>• Partnership with high quality outside providers, such as <i>Primary Source</i></li> </ul>
<b>Job Embedded Professional Development</b>	<ul style="list-style-type: none"> <li>• Expertise shared through professional collaboration, facilitated by instructional leaders</li> <li>• Constant inquiry into best practices needed to reach student performance goals</li> </ul>
<b>Professional Development Workshops</b>	<ul style="list-style-type: none"> <li>• Professional development days throughout the year, half- or full-day experiences devoted to District Goals and state initiatives</li> <li>• Various after-school workshops, often led by peers, including technology skill development and best practice study groups</li> </ul>
<b>Conferences</b>	<ul style="list-style-type: none"> <li>• District supports attendance of educators at conferences offered by associations and collaboratives to support their professional growth</li> </ul>
<b>Induction Program for New Staff</b>	<ul style="list-style-type: none"> <li>• Mentor assigned to all first-year professional staff new to the profession</li> <li>• Peer observations between mentor and induction teacher are required</li> <li>• Mentor training prior to year beginning, ongoing during the year</li> <li>• New teacher class for all new staff in their second year</li> </ul>
<b>Supervision and Evaluation</b>	<ul style="list-style-type: none"> <li>• All professional staff are evaluated on the four Standards as outlined by the MA Model System of Educator Evaluation</li> </ul>

## VI. Volunteer and Community Resources

<b>Parent Groups</b>	<ul style="list-style-type: none"> <li>• Advisory Committees (District Parent Council, School Councils)</li> <li>• Parent Teacher Organizations</li> <li>• Booster Clubs (Music and Athletics)</li> <li>• Special Education Parent Advisory Council</li> </ul>
<b>Family and Community Resources</b>	<ul style="list-style-type: none"> <li>• Department of Transitional Assistance</li> <li>• South Middlesex Opportunity Council</li> <li>• Advocates Community Counseling</li> <li>• Wayside Youth and Family Support</li> <li>• Marlborough Community Cupboard</li> <li>• Marlborough Resource Center</li> <li>• Metrowest Free Medical Program</li> <li>• The Big Brother/Big Sister collaboration with TJX in Framingham</li> <li>• Masonic Angel Fund/ Frank Collins</li> </ul>
<b>Marlborough Education Foundation and Brigham Family Trust</b>	<ul style="list-style-type: none"> <li>• Provides grant funding for innovative academic programming that engages learners</li> </ul>
<b>Business Partnership</b>	<ul style="list-style-type: none"> <li>• Partnerships for a Skilled Workforce</li> <li>• Marlborough Regional Chamber of Commerce</li> <li>• Marlborough Hospital</li> <li>• Raytheon</li> <li>• PTC</li> <li>• Hologic</li> <li>• Dow Chemical</li> <li>• Sunovion</li> <li>• Boston Scientific</li> <li>• GE Healthcare</li> </ul>
<b>Higher Education Partnerships</b>	<ul style="list-style-type: none"> <li>• Framingham State University</li> <li>• Quinsigamond Community College</li> </ul>
<b>Family Success Partnership</b>	<ul style="list-style-type: none"> <li>• Grant-funded, community-based resources for children with mental health needs requiring additional support and services</li> </ul>

<b>Registration and Parent Outreach Center</b>	<ul style="list-style-type: none"><li>• Student Registration Support</li><li>• Community outreach liaison</li><li>• Multi-lingual office support</li></ul>
<b>MPS Translation Department</b>	<ul style="list-style-type: none"><li>• Home school communications</li><li>• Translation of school documents</li><li>• Interpreting services for parent meetings</li></ul>

## ELEMENTARY SCHOOL ACCOMMODATIONS

### Academic Supports

<u>Assessment</u>	<u>Instructional</u>	<u>Organizational</u>
<ul style="list-style-type: none"> <li>• Provide visual aids</li> <li>• Provide manipulatives and other hands-on strategies</li> <li>• Study guides/instructional notes</li> <li>• Provide alternative assessments, e.g., oral, project-based, performance-based</li> <li>• Use data analysis to inform instruction and modify instruction based on student needs</li> <li>• Allow extended time</li> <li>• Teach test-taking strategies</li> <li>• Use alternative settings for assessments</li> <li>• Clarify directions</li> <li>• Provide rubrics to clarify expectations</li> <li>• Include a portfolio system for collecting student work samples and assessing progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual aids</li> <li>• Provide manipulatives and other hands-on strategies</li> <li>• Provide organizers and templates</li> <li>• Offer additional small group instruction</li> <li>• Provide study guides/ instructional notes</li> <li>• Implement homework checks/ homework help/ targeted homework (quality vs. quantity)</li> <li>• Offer work contracts</li> <li>• Offer peer tutoring</li> <li>• Break down tasks into explicit chunks</li> <li>• Offer extra help sessions</li> <li>• Build a content for material</li> <li>• Identify essential questions students should be able to answer at the end of lesson</li> <li>• Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate</li> <li>• Clearly articulate learning goals for students</li> <li>• Preview new concepts</li> <li>• Provide multi-modal presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual aids</li> <li>• Provide manipulatives and other hands-on strategies</li> <li>• Provide organizers and templates</li> <li>• Post schedules</li> <li>• Provide study guides/instructional notes</li> <li>• Implement homework checks/homework help/targeted homework (quality vs. quantity)</li> <li>• Implement planner checks</li> <li>• Implement cues for transition</li> <li>• Break down tasks into explicit chunks</li> <li>• Offer extra help sessions</li> <li>• Post homework assignments in a consistent location</li> <li>• Use time management tools. e.g. daily planners, assignment sheet, calendar timers, and agendas</li> <li>• Reformat handouts to provide more workspace</li> <li>• Establish clear routines</li> </ul>

	<ul style="list-style-type: none"> <li>• Accept computer-processed or typed assignments</li> <li>• Reteach concepts with a different approach</li> <li>• Provide student conferencing time</li> <li>• Communicate with parents frequently</li> <li>• Provide reading support</li> <li>• Provide speech and language support</li> <li>• Support oral or written responses with sentence frames</li> </ul>	
--	--	--

**Behavioral/Social/Emotional Supports**

<ul style="list-style-type: none"> <li>• Use Positive Behavior interventions and Supports (PBIS) Grades K-8</li> <li>• Implement alternative seating</li> <li>• Cue student for change of behavior</li> <li>• Use diverse classroom management strategies</li> <li>• Clearly defined standards</li> </ul>	<ul style="list-style-type: none"> <li>• Establish positive behavior support plan (goal setting, positive reinforcement, point system, etc.)</li> <li>• Establish logical consequences</li> <li>• Establish home/school communication log</li> <li>• Establish clear routines/expectations</li> <li>• Provide breaks as needed</li> <li>• Cultivate relationships with peers and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Implement alternative seating</li> <li>• Provide counseling</li> <li>• Offer peer mediation</li> <li>• Alternative schedule/restructure demands</li> <li>• Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.</li> <li>• Provide lunch groups</li> <li>• Re-establish academic rules and routines</li> </ul>
---	---	---



## Physical/Medical Supports

<u>Physical/Medical Supports</u>	<u>Technological Supports</u>
<ul style="list-style-type: none"> <li>• Provide preferential setting</li> <li>• Allow for movement and sensory breaks</li> <li>• Utilize stress-release activities (squeeze objects, motor breaks, etc.)</li> <li>• Remove auditory and visual distractions (use headphones, privacy screens, etc.)</li> <li>• Provide access to nurse’s office and bathroom</li> <li>• Establish clearance to leave class 2-3 minutes early</li> <li>• Utilize a chair/pillow to elevate extremities</li> <li>• Give permissions to carry water bottles</li> <li>• Provide access to content materials (books, electronic version of books, etc.) from home</li> <li>• Allow snacks</li> <li>• Provide student escort</li> <li>• Provide use of elevator</li> <li>• Allow the wearing of a hat or scarf</li> <li>• Utilize a scribe when needed</li> <li>• Use visual, auditory, and transitional supports</li> <li>• Allow alternate workspace, such as study carrel or dividers</li> <li>• Experiment with use of space</li> <li>• Limit distractions (auditory and visual)</li> <li>• Offer flexible student grouping</li> <li>• Use transition cues for space changes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide access to instructional software</li> <li>• Allow for use of calculator</li> <li>• Utilize Chromebooks, iPads and other approved devices</li> <li>• Provide for use of listening center/ audio recording of books</li> <li>• Utilize document cameras and projectors</li> </ul>

**MIDDLE SCHOOL ACCOMMODATIONS**

**Academic Supports**

<u>Assessment</u>	<u>Instructional</u>	<u>Organizational</u>
<ul style="list-style-type: none"> <li>• Use data to inform instruction and modify instruction based on student needs</li> <li>• Provide varied forms of assessments</li> <li>• Modify the language of the assessment to make it more accessible</li> <li>• Allow extended time</li> <li>• Teach test-taking strategies</li> <li>• Provide timely and specific feedback about student performance</li> <li>• Provide rubrics to clarify expectations</li> <li>• Provide opportunities for student self-assessment</li> <li>• Alternative assessments, e.g., oral, project-based</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and communicate learning targets, success criteria, and language objectives for each lesson</li> <li>• Check for understanding frequently</li> <li>• Provide wide range of after-school programs</li> <li>• Provide wait time</li> <li>• Provide study guides and guided notes</li> <li>• Vary the grouping in the classroom for different purposes</li> <li>• Directly teach reading strategies</li> <li>• Clearly model steps, procedures, and questions to ask when solving problems</li> <li>• Provide copy of class notes, handouts</li> <li>• Provide manipulatives, concrete models</li> <li>• Provide a variety of ways to respond: oral, choral, student white boards, concrete models, pictures, etc.</li> <li>• Peer tutoring</li> <li>• Use “think-alouds” and other metacognitive strategies</li> <li>• Provide scaffolding and supports</li> <li>• Provide technology and assistive technologies</li> <li>• Provide visual and transition cues</li> </ul>	<ul style="list-style-type: none"> <li>• Use time management tools, e.g. daily planner, assignment sheet, calendar, timers, and agendas</li> <li>• Provide graphic organizers and templates</li> <li>• Post homework assignments in a consistent location</li> <li>• Posted schedule</li> <li>• Provide study guides and guided notes</li> <li>• Provide a timeline for long-range assignments with intermediate due dates</li> <li>• Provide access to homework club</li> <li>• Reformat handouts to provide more workspace and/or language support</li> <li>• Provide cues for transitions</li> <li>• Provide models or examples of end products</li> <li>• Break down tasks into explicit chunks</li> </ul>

	<ul style="list-style-type: none"> <li>• Use predictable classroom routines</li> <li>• Preview new concepts</li> <li>• Accept computer-processed or typed assignments</li> </ul>	
--	--	--

## Behavioral/Social/Emotional Supports

<ul style="list-style-type: none"> <li>• Set clearly defined standards for behavior</li> <li>• Cue student for change of behavior</li> <li>• Establish clear expectations/standards</li> <li>• Provide access to a guidance counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Establish clear routines</li> <li>• Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.</li> <li>• Use diverse classroom management strategies</li> <li>• Provide access to a school adjustment counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Use data analysis to monitor positive behavior changes</li> <li>• Provide access to a school adjustment counselor</li> <li>• Use transition cues prior to any changes</li> <li>• Provide breaks as needed</li> <li>• Utilize a school psychologist</li> </ul>
--	--	--

## Physical/Medical Supports

<ul style="list-style-type: none"> <li>• Provide access to nurse’s office and bathroom</li> <li>• Give preferred/strategic seating</li> <li>• Provide student escort</li> <li>• Allow for movement</li> <li>• Use visual, auditory, and transitional supports</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clearance to leave class 2-3 minutes early</li> <li>• Provide access to content materials from home</li> <li>• Provide use of elevator</li> <li>• Allow alternative seating for testing</li> <li>• Experiment with the use of classroom space</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a chair/pillow to elevate extremities</li> <li>• Allow snacks</li> <li>• Allow wearing of a hat or scarf</li> <li>• Limit distractions (auditory and visual)</li> <li>• Allow alternate workspace, such as study carrel or dividers</li> </ul>
--	---	---

# HIGH SCHOOL ACCOMMODATIONS

## Academic Supports

<u>Assessment</u>	<u>Instructional</u>	<u>Organizational</u>
<ul style="list-style-type: none"> <li>• Provide credit recovery opportunities</li> <li>• Use data analysis to inform instruction and modify instruction based on student needs</li> <li>• Provide varied forms of assessments</li> <li>• Modify the language of the assessment to make it more accessible</li> <li>• Allow extended time</li> <li>• Provide varied assignments</li> <li>• Teach test-taking strategies</li> <li>• Use alternative setting for assessments</li> <li>• Provide timely and specific feedback about student performance</li> <li>• Communicate frequently with parents</li> <li>• Clarify directions</li> <li>• Provide rubrics to clarify expectations</li> <li>• Provide opportunities for student self-assessment</li> <li>• Adjust assignment length for quality vs. quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide credit recovery opportunities</li> <li>• Provide dual enrollment opportunities</li> <li>• Provide wide range of after-school programs</li> <li>• Provide access to Homework Club</li> <li>• Utilize social media</li> <li>• Identify learning target and success criteria/language objectives for each class</li> <li>• Build a context for material</li> <li>• Preview new concepts</li> <li>• Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate</li> <li>• Provide multi-modal presentations</li> <li>• Emphasize points within written text/material</li> <li>• Point to visuals and captions while speaking, using your hands to clearly indicate the image that corresponds to your words</li> <li>• Use a variety of questioning to allow all students to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Provide daily planners to all students</li> <li>• Provide study guides and guided notes</li> <li>• Provide access to Homework Club</li> <li>• Utilize social media</li> <li>• Establish clear routines</li> <li>• Use time management tools, e.g. daily planner, assignment sheet, calendar, timers, and agendas</li> <li>• Provide templates/graphic organizers/visual aids when appropriate</li> <li>• Reformat handouts to provide more workspace and/or language support</li> <li>• Post homework assignments in a consistent location</li> <li>• Post and use learning targets and success criteria/language objectives</li> <li>• Help students develop study skills</li> <li>• Provide a timeline for long-range assignments with intermediate due dates</li> <li>• Provide models or examples of end products</li> </ul>

	<ul style="list-style-type: none"> <li>• Vary the grouping in the classroom for different purposes</li> <li>• Directly teach reading strategies</li> <li>• Clearly model steps, procedures, and questions to ask when solving problems</li> <li>• Provide models or examples of end products</li> <li>• Check for understanding frequently</li> <li>• Clarify directions or questions</li> <li>• Use ‘think alouds’ and other metacognitive strategies</li> <li>• Provide technology and assistive technologies</li> <li>• Provide scaffolding and supports</li> <li>• Provide assistance and direction with work</li> <li>• Provide copy of class notes, handouts</li> <li>• Provide enlarged copies</li> <li>• Provide manipulatives/concrete models</li> <li>• Provide learning aids, such as calculators and computers, to help students focus on conceptual understanding</li> <li>• Provide study guides</li> <li>• Provide visual and transition cues</li> <li>• Provide wait time</li> <li>• Offer the use of graphic organizers</li> <li>• Provide small group instruction</li> <li>• Provide a variety of ways to respond: oral, choral, student white boards, concrete models, pictures, etc.</li> <li>• Support oral or written responses with sentence frames</li> <li>• Provide active learning experiences</li> <li>• Use predictable classroom routines for lessons, homework postings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of homework checks, homework help, targeted homework completion (quality vs. quantity)</li> </ul>
--	---	--

	<ul style="list-style-type: none"> <li>• Begin with an overview of topics each day (agenda) and review of previous lesson</li> <li>• Teach study skill strategies</li> <li>• Accept computer-processed assignments</li> <li>• Reteach concepts with a different approach</li> <li>• Provide student conferencing time</li> <li>• Communicate with parents frequently</li> <li>• Provide language supports for ELs</li> </ul>	
--	--	--

## Behavioral/Social/Emotional Supports

<ul style="list-style-type: none"> <li>• Set clearly defined standards for behavior</li> <li>• Cue student for change of behavior</li> <li>• Establish clear expectations/standards</li> <li>• Provide breaks as needed</li> <li>• Provide access to a guidance counselor</li> <li>• Provide access to a school adjustment counselor</li> <li>• Communicate frequently with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Establish clear routines: behavioral, social, emotional</li> <li>• Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.</li> <li>• Utilize a school psychologist</li> <li>• Learn about who your students are outside of your classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Use data analysis to monitor positive behavior changes</li> <li>• Use transition cues prior to any changes</li> <li>• Use diverse classroom management strategies</li> <li>• Personally connect with your students each day</li> </ul>
--	---	---

## Physical/Medical Supports

<ul style="list-style-type: none"> <li>• Provide access to nurse's office and bathroom</li> <li>• Give permission to carry water bottles</li> <li>• Allow snacks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clearance to leave class 2-3 minutes early</li> <li>• Give preferred seating</li> <li>• Provide student escort</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a chair/pillow to elevate extremities</li> <li>• Provide access to content materials (books, electronic version of books,</li> </ul>
---	--	---

<ul style="list-style-type: none"> <li>• Allow wearing of a hat or scarf</li> <li>• Limit distractions (auditory and visual)</li> <li>• Use visual, auditory, and transitional supports</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for movement</li> <li>• Offer flexible student groupings</li> <li>• Allow alternative setting for testing</li> <li>• Provide strategic seating</li> </ul>	<ul style="list-style-type: none"> <li>etc.) from home</li> <li>• Provide use of elevator</li> <li>• Experiment with the use of classroom space</li> </ul>
--	--	--