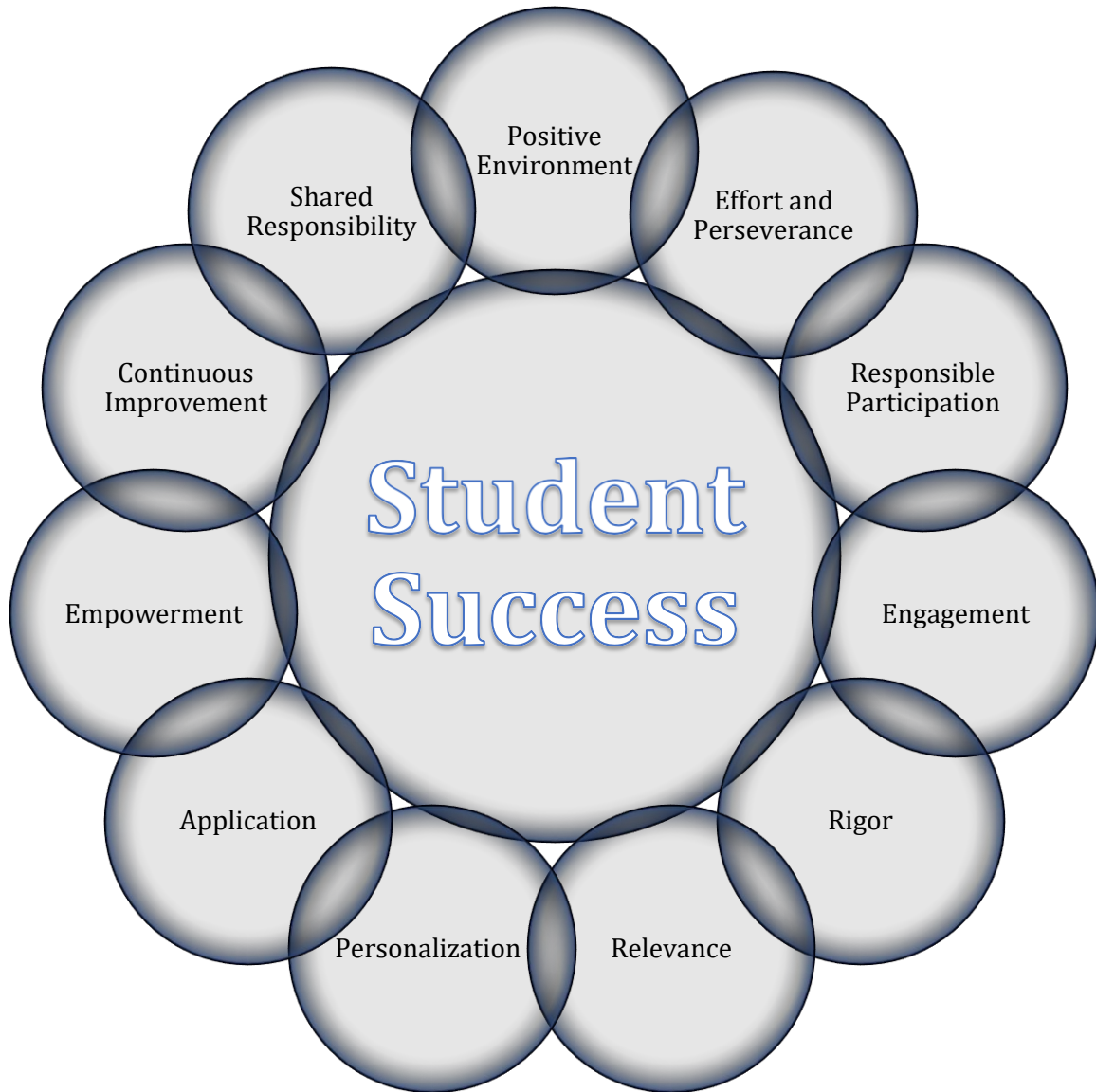




Attleboro Public Schools

District Curriculum Accommodation Plan (DCAP)

A Resource Guide for Administrators, Educators, Paraprofessionals, and Parents



The mission of the Attleboro Public Schools is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

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DISTRICT ACCOMMODATION PLAN OVERVIEW

Attleboro Public Schools District Curriculum Accommodation Plan

The mission of the Attleboro Public Schools is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

WHAT IS THE DCAP?

The Attleboro Public Schools in compliance with the Massachusetts General Law has developed a District Curriculum Accommodation Plan (DCAP). The intent of this plan is to provide a guidance document for principals and teachers to ensure that all students in general education classes are provided with the tools and strategies to be successful. The DCAP is aimed at assisting teachers in providing differentiated learning experiences to ensure that students can improve learning through the use of various teaching modalities. The DCAP guidance document describes the accommodations, instructional supports and interventions that are provided for students who are experiencing difficulty mastering content.

CHAPTER 71 MASSACHUSETTS GENERAL LAWS: SECTION 38 ½ Q INDICATES:

“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.”

WHAT IS THE GOAL OF THE DCAP?

The goal of the DCAP is to assist teachers with content based instruction, using instructional techniques that will assist with student understanding. Our focus is to create a learning environment where students receive a variety of identified supports and accommodations in order to find optimal success. The interventions may include, but are not limited to, adjustments in curriculum, teaching strategies, support services and teaching materials and the use of various assessments where students have an opportunity to demonstrate learning.

DISTRICT ACCOMMODATION PLAN OVERVIEW

WHAT ARE ATTLEBORO PUBLIC SCHOOLS' ESSENTIAL BELIEFS?

- Learning is a shared responsibility among students, schools, families, and the community.
- A safe, respectful, and supportive environment is necessary for both teaching and learning.
- All students deserve challenging and engaging learning experiences that have real-life value.
- All learners need varied and personalized learning experiences that will provide opportunities to develop and apply knowledge and skills.
- Success for all students requires stretching beyond perceived limits through effort and perseverance.
- Progress and success are reliant upon continuous learning, reflection, and growth.
- Learning empowers all of us to discover, think critically, and pursue our aspirations.
- Education prepares students for their responsible participation in a shared world.

ELEMENTARY SCHOOL ACCOMMODATIONS

Elementary School Accommodations

Possible accommodations and interventions that may be recommended for but are not limited to general education student.

Elementary School (Grades K-4)

ACADEMIC SUPPORTS	
STUDENT ACCOMMODATIONS	TEACHER SUPPORTS
<p>Assessment</p> <ul style="list-style-type: none"> • Use data analysis to inform instruction and modify instruction based on student needs • Allow extended time • Provide alternate forms of assessments, e.g., oral, project-based, performance-based • Provide varied assignments • Teach test-taking strategies • Use of alternative setting for assessments • Provide timely and specific feedback about student performance • Frequent communication with parents • Clarify directions • Provide rubrics to clarify expectations • Include a portfolio system for collecting student work samples and assessing progress over time 	<ul style="list-style-type: none"> • Curriculum Coordinators for English Language Arts and Mathematics • Title 1 Coordinator • Curriculum maps • English Language Arts Coaches • Math Coaches • Collaborate/consult with related services specialists e.g., adjustment counselor, speech/language pathologist, school psychologist, occupational therapist, nurses, and administrators • Technology Integration Specialist • English Language Learner (ELL) Coordinator • English Language Learner (ESL/ELL) teachers • Data and Accountability Coordinator • District Data & Accountability Team • Common planning time for classroom teachers to discuss assessments, common unit planning, and student issues. • Grade level team meetings • Student Support Team (SST) • Board Certified Behavior Analyst (BCBA) to support all staff • Mentor program • Teacher selected professional development activities
<p>Instructional</p> <ul style="list-style-type: none"> • Use Universal Design for Learning (UDL) Guidelines* (see attached guidelines) • Identify essential questions students should be able to answer at end of lesson • Build a context for material • Preview new concepts • Clearly articulate learning goals for students • Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate • Provide multi-modal presentations 	

ELEMENTARY SCHOOL ACCOMMODATIONS

- Emphasize points within written text/material
 - Point to visuals while speaking, using your hands to clearly indicate the image that corresponds to your words
 - Scaffold complex concepts and provide leveled problems for multiple entry points
 - Differentiate instruction
 - Vary grouping in the classroom for different purposes, sometimes homogeneous groups, other times heterogeneous groups
 - Directly teach reading strategies
 - Clearly model steps, procedures, and questions to ask when solving problems
 - Provide models or examples of end products
 - Check for understanding frequently
 - Clarify directions or questions
 - Use “think alouds” and other metacognitive strategies
 - Help students access subjects in varied ways
 - Provide technology and assistive technology
 - Provide leveled libraries
 - Provide scaffolding and supports
 - Provide books on CD/digital
 - Utilize team teaching
 - Utilize BrainPOP videos
 - Provide assistance & direction with work
 - Provide copy of class notes, handouts
 - Provide enlarged copies
 - Provide manipulatives/concrete models
 - Provide learning aids, such as calculators and computers, to help students focus on conceptual understanding
 - Provide study guides
 - Provide visual and transition cues
 - Provide wait time
 - Offer calculators when appropriate
 - Offer the use of graphic organizers
 - Provide small group instruction
 - Teach study skill strategies
 - Provide a variety of ways to respond: oral, choral, student white boards, concrete models, etc.
- District-wide professional development activities with a focus on content and pedagogy
 - Title 1 services
 - Paraprofessionals
 - Faculty meetings
 - ASPEN website for curriculum support

ELEMENTARY SCHOOL ACCOMMODATIONS

- Accept computer-processed or typed assignments
- Reteach concepts with a different approach
- Provide student conferencing time
- Communicate with parents frequently
- Provide Parent/Teacher conferences
- Offer before/after School academic support
- Provide ELL support
- Provide translation services for families of ELL students as needed
- Provide reading support
- Title 1 reading and mathematics support
- Title 1 Reading, Writing, & Math Summer Camp
- English Language Learner (ELL) Summer Camp
- Encourage participation in Reading Incentive Program
- Provide Lexia program
- Provide Speech and Language Support
- Support oral or written responses with sentence frames
- Utilize district and school website
- Utilize teacher websites
- Utilize Aspen website for communication with parents

Organizational

- Establish clear routines
- Use time management tools, e.g., daily planner, assignment sheet, calendar, timers, and agendas
- Provide templates/graphic organizers when appropriate
- Reformat handouts to provide more workspace
- Post homework assignments in a consistent location
- Direct students/parents to specific tablet/phone apps that help them stay organized

ELEMENTARY SCHOOL ACCOMMODATIONS

BEHAVIORAL SUPPORTS	
STUDENT ACCOMMODATIONS	TEACHER SUPPORTS
<p>Behavioral/Social/Emotional</p> <ul style="list-style-type: none"> Utilize School-Wide Positive Behavior and Supports (PBIS) strategies Make use of Behavior Intervention Plan Cue student for change of behavior Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc. Establish clear routines/expectations Use transition cues prior to any changes Use diverse classroom management strategies Provide breaks as needed Provide lunch groups Set clearly defined standards Utilize Student Service Center (SSC) Provide Adjustment Counselor Utilize School Psychologist 	<ul style="list-style-type: none"> Collaborate/consult with related services specialists e.g., adjustment counselor, speech/language pathologist, school psychologist, occupational therapist, nurses, and administrators Head Teacher Student Support Team (SST) Board Certified Behavior Analyst (BCBA) to support all staff Mentor program Positive Behavior Interventions and Supports (PBIS) coach
<p>Health/Medical (for temporary health or medical issues - 504 not necessary)</p> <ul style="list-style-type: none"> Provide access to nurse's office and bathroom Provide clearance to leave class 2-3 minutes early Provide a chair/pillow to elevate extremities Give permission to carry water bottles Give preferred seating Provide access to content materials (books, electronic version of books, etc.) from home Allow snacks Provide student escort Provide use of elevator Allow the wearing of a hat or scarf Provide a scribe when needed 	

ELEMENTARY SCHOOL ACCOMMODATIONS

Physical/Structural

- Allow alternate workspace, such as study carrel or dividers
- Allow for movement and sensory break
- Experiment with use of space
- Limit distractions (auditory and visual)
- Offer flexible student groupings
- Provide strategic seating
- Use visual, auditory and transitional supports
- Use transition cues for space changes
- Set clearly defined standards for behavior
- Establish clear routines: behavioral, social, emotional
- Allow alternative setting for testing
- Use data analysis to monitor positive behavior changes
- Communicate frequently with parents

Character Education

- Utilize Second Step Program
- Provide positive reinforcement strategies
- Set clear procedures, routines, expectations (e.g. PBIS)
- Celebrate successes

MIDDLE SCHOOL ACCOMMODATIONS

Middle School Accommodations

Possible accommodations and interventions that may be recommended but are not limited to general education students.

Middle School (Grades 5 - 8)

ACADEMIC SUPPORTS	
STUDENT ACCOMMODATIONS	TEACHER SUPPORTS
<p>Assessment</p> <ul style="list-style-type: none"> • Use data analysis to inform instruction and modify instruction based on student needs • Provide alternate forms of assessments, e.g., oral, project-based, performance-based • Allow extended time • Provide varied assignments • Teach test-taking strategies • Use of alternative setting for assessments • Provide timely and specific feedback about student performance • Communicate with parents frequently • Clarify directions • Provide rubrics to clarify expectations • Include a portfolio system for collecting student work samples and assessing progress over time 	<ul style="list-style-type: none"> • Curriculum Coordinators for English Language Arts and Mathematics • Curriculum maps • English Language Arts Coaches • Math Coaches • Collaborate/consult with related services specialists e.g., adjustment counselor, speech/language pathologist, school psychologist, occupational therapist, nurses, and administrators • Technology Integration Specialist • English Language Learner (ELL) Coordinator • English Language Learner (ESL/ELL) teachers • Data and Accountability Coordinator • District Data and Accountability Team • Common planning time for classroom teachers to discuss assessments, common unit planning, and student issues. • Grade level team meetings • Student Support Team (SST) • Board Certified Behavior Analyst (BCBA) to support all staff • Mentor Program • Teacher-selected Professional development activities
<p>Instructional</p> <ul style="list-style-type: none"> • Use Universal Design for Learning (UDL) Guidelines* (See attached guidelines) • Identify essential questions students should be able to answer at the end of the lesson • Build a context for material • Preview new concepts • Clearly articulate learning goals for students • Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate • Provide multi-modal presentations • Emphasize points within written text/material 	

MIDDLE SCHOOL ACCOMMODATIONS

- Point to visuals and captions while speaking, using your hands to clearly indicate the image that corresponds to your words
- Scaffold complex concepts and provide leveled problems for multiple entry points
- Differentiate instruction
- Vary the grouping in the classroom for different purposes, sometimes homogeneous groups, other times heterogeneous groups
- Directly teach reading strategies
- Clearly model steps, procedures, and questions to ask when solving problems
- Provide models or examples of end products
- Check for understanding frequently
- Clarify directions or questions
- Use “think alouds” and other metacognitive strategies
- Help students access subjects in varied ways
- Provide technology and assistive technology
- Provide Leveled Libraries
- Utilize team teaching
- Utilize Discovery Education videos
- Provide assistance and direction with work
- Provide copy of class notes, handouts
- Provide enlarged copies
- Provide manipulatives/concrete models
- Provide learning aids, such as calculators and computers, to help students focus on conceptual understanding
- Provide study guides
- Provide visual and transition cues
- Provide wait time
- Offer calculators when appropriate
- Offer the use of graphic organizers
- Provide small group instruction
- Provide a variety of ways to respond: oral, choral, student white boards, concrete models, pictures, etc.
- Support oral or written responses with sentence frames
- Teach study skill strategies
- Provide Study Island review
- District-wide professional development activities with a focus on content and pedagogy
- Paraprofessionals
- Faculty meetings
- ASPEN website for curriculum support

MIDDLE SCHOOL ACCOMMODATIONS

<ul style="list-style-type: none"> • Accept computer-processed assignments • Reteach concepts with an different approach • Provide student conferencing time • Offer before or after school support • Provide ELL support • Offer Algebra in grade eight • Translate communication for ESL families • Provide Parent/Teacher conferences • Utilize district and school website • Utilize teacher websites • Utilize ASPEN website for communication with parents • Provide National Junior Honor Society (NJHS) 	
<p>Organizational</p> <ul style="list-style-type: none"> • Establish clear routines • Use time management tools, e.g., daily planner, assignment sheet, calendar, timers, and agendas • Providetemplates/graphic organizers when appropriate • Reformat handouts to provide more workspace • Post homework assignments in a consistent location • Direct students to specific tablet/phone appsthat help them stay organized 	

BEHAVIORAL SUPPORTS	
STUDENT ACCOMMODATIONS	TEACHER SUPPORTS
<p>Behavioral/Social/Emotional</p> <ul style="list-style-type: none"> • Utilize School-Wide Positive Behavior Interventions and Supports ((e.g. PBIS)) • Use a Behavior Intervention Plan • Cue student for change of behavior • Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc. • Establish clear routines/expectations 	<ul style="list-style-type: none"> • Collaboration/consultation withrelated services specialist i.e. adjustment counselors, school psychologist, nurses, and administrators • Board Certified Behavior Analyst(BCBA) to support all staff • Mentor program

MIDDLE SCHOOL ACCOMMODATIONS

- Use transition cues prior to any changes
- Use diverse classroom management strategies
- Provide breaks as needed
- Set clearly defined standards
- Provide an Adjustment Counselor
- Utilize school psychologist
- Provide lunch groups (e.g. the “Lunch Bunch”)
- Provide a Drug Abuse Resistance Education (D.A.R.E.) program

Health/Medical (for temporary health or medical issues - 504 not necessary)

- Provide access to nurse’s office and bathroom
- Clear to leave class 2-3 minutes early
- Provide a chair/pillow to elevate extremities
- Give permission to carry water bottles
- Give preferred seating
- Provide access to content materials (books, electronic version of books, etc.) from home
- Allow snacks
- Provide student escort
- Provide use of elevator
- Allow the wearing of a hat or scarf
- Provide a scribe when needed

Physical/Structural

- Allow alternate workspace, such as study carrel or dividers
- Allow for movement and sensory break
- Experiment with use of space
- Limit distractions (auditory and visual)
- Offer flexible student groupings
- Provide strategic seating
- Use visual, auditory, and transitional supports
- Use transition cues for space changes
- Set clearly defined standards for behavior
- Establish clear routines: behavioral, social, emotional
- Allow alternative setting for testing
- Use data analysis to monitor positive behavior changes
- Communicate frequently with parents

- Positive Behavior Interventions and Supports ((e.g. PBIS)) coach
- Student Support Team (SST)
- Vice Principal
- D.A.R.E. Officer

MIDDLE SCHOOL ACCOMMODATIONS

Character Education

- Use the Steps to Respect Program
- Use the Aggressor, Victims, and Bystanders Program
- Provide positive reinforcement strategies
- Give clear procedures, routines, expectations: (e.g. PBIS)
- Celebrate successes

HIGH SCHOOL ACCOMMODATIONS

High School Accommodations

Possible accommodations and interventions that may be recommended for but are not limited to general education students.

High School (Grades 9-12)

ACADEMIC SUPPORTS	
STUDENT ACCOMMODATIONS	TEACHER SUPPORTS
<p>Assessment</p> <ul style="list-style-type: none"> • Provide Credit Recovery Program • Provide for Occupational Proficiency Certification • Use data analysis to inform instruction and modify instruction based on student needs • Provide alternate forms of assessments, e.g., oral, project-based, performance-based • Allow extended time • Provide varied assignments • Teach test-taking strategies • Use of alternative setting for assessments • Provide timely and specific feedback about student performance • Communicate frequently with parents • Clarify directions • Provide rubrics to clarify expectations • Include a portfolio system for collecting student work samples and assessing progress over time (CTE, ELA, etc.) 	<ul style="list-style-type: none"> • Guidance Coordinator • Guidance Counselors • Athletic Director • Deans • Schedule Coordinator • House teams • Content Coordinators for English Language Arts, Mathematics, Science, Social Studies, and World Language • K-12 Visual and Performing Arts Coordinator • AHS Best Practices (@ahsbp) • Curriculum maps • Collaborate/consult with related services specialists e.g., adjustment counselor, speech/language pathologist, school psychologist, occupational therapist, nurses, and administrators • District Assistive Technology Coordinator • English Language Learner (ESL/ELL) teachers • Data and Accountability Coordinator • Grade level team meetings • Student Support Team (SST) • Board Certified Behavior Analyst (BCBA) to support all staff
<p>Instructional</p> <ul style="list-style-type: none"> • Provide National Honor Society Program (NHS) • Provide Peer Tutoring via the NHS • Provide Credit Recovery Program • Provide Dual Enrollment Program • Provide Early Entrance Program (EEP) • Offer Attleboro Community Academy 	

HIGH SCHOOL ACCOMMODATIONS

- | | |
|--|--|
| <ul style="list-style-type: none">• Provide wide-range of after-school enrichment programs• Utilize social media• Provide multiple means of representation, expression and engagement as in Universal Design for Learning (UDL) see attachment• Provide Building Plan for Student if needed• Identify essential questions that students should be able to answer at the end of the lesson• Build a context for material• Preview new concepts• Clearly articulate learning goals for students• Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate• Provide multi-modal presentations• Emphasize points within written text/material• Point to visuals and captions while speaking, using your hands to clearly indicate the image that corresponds to your words• Differentiate instruction• Vary the grouping in the classroom for different purposes, sometimes homogenous groups, other times heterogeneous groups• Directly teach reading strategies• Clearly model steps, procedures, and questions to ask when solving problems• Provide models or examples of end products• Check for understanding frequently• Clarify directions or questions• Use “think-alouds” and other metacognitive strategies• Help students access subjects in varied way• Provide technology and assistive technology• Provide scaffolding and supports• Utilize team teaching where scheduling allows• Provide assistance and direction with work• Provide copy of class notes, handouts• Provide enlarged copies• Provide manipulatives/concrete models | <ul style="list-style-type: none">• Mentor program• Teacher-selected Professional development activities• District-wide professional development activities with a focus on content and pedagogy• Paraprofessionals• Faculty meetings• ASPEN website for curriculum support |
|--|--|

HIGH SCHOOL ACCOMMODATIONS

- Provide learning aids, such as calculators and computers, to help students focus on conceptual understanding
- Provide study guides
- Provide visual and transition cues
- Provide wait time
- Offer calculators when appropriate
- Offer the use of graphic organizers
- Provide small group instruction
- Provide a variety of ways to respond: oral, choral, student white boards, concrete models, pictures, etc.
- Support oral or written responses with sentence frames in ELL
- Teach study skill strategies
- Accept computer-processed assignments
- Reteach concepts with a different approach
- Provide student conferencing time
- Communicate with parents frequently
- Offer before or after school support
- Provide ELL support
- Provide high school instruction in Algebra for a limited number of grade eight students
- Translate communication for ELL families
- Provide Parent/Teacher conferences
- Utilize district and school website
- Utilize teacher websites
- Utilize ASPEN website for communication with parents

Organizational

- Provide daily planners to all grade 9 students
- Utilize social media (e.g. remind.com)
- Establish clear routines
- Use time management tools, e.g., daily planner, assignment sheet, calendar, timers, and agendas
- Provide templates/graphic organizers when appropriate
- Reformat handouts to provide more workspace
- Post homework assignments in a consistent location
- Direct students to specific tablet/phone app that help them stay organized

HIGH SCHOOL ACCOMMODATIONS

BEHAVIORAL SUPPORTS	
STUDENT ACCOMMODATIONS	TEACHER SUPPORTS
<p>Behavioral/Social/Emotional</p> <ul style="list-style-type: none"> • Attleboro Community Academy • Provide Building Plan for student • Utilize School-Wide Positive Behavior Interventions and Supports ((e.g. PBIS)) • Use a Behavior Intervention Plan • Cue student for change of behavior • Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc. • Establish clear routines/expectations • Use transition cues prior to any changes • Use diverse classroom management strategies • Provide breaks as needed • Set clearly defined standards • Provide an Adjustment Counselor • Utilize school psychologist 	<ul style="list-style-type: none"> • Guidance Coordinator • Guidance Counselors • Athletic Director • Deans • Schedule Coordinator • House teams • Content Coordinators for English Language Arts, Mathematics, Science, Social Studies, and World Language • Teen Parenting Coordinator • School-Wide Positive Behavior Interventions and Supports (e.g. PBIS) training • Collaboration/consultation with related services specialist i.e. adjustment counselors, school psychologist, nurses, and administrators • Board Certified Behavior Analyst (BCBA) to support all staff • Mentor program • Student Support Team (SST)
<p>Health/Medical (for temporary health or medical issues - 504 not necessary)</p> <ul style="list-style-type: none"> • Provide access to nurse's office and bathroom • Provide clearance to leave class 2-3 minutes early • Provide a chair/pillow to elevate extremities • Give permission to carry water bottles • Give preferred seating • Provide access to content materials (books, electronic version of books, etc.) from home • Allow snacks • Provide student escort • Provide use of elevator • Allow the wearing of a hat or scarf • Provide a scribe when needed as documented in a temporary 504 	

HIGH SCHOOL ACCOMMODATIONS

Physical/Structural

- Allow for movement and sensory break
- Experiment with use of space
- Limit distractions (auditory and visual)
- Offer flexible student groupings
- Provide strategic seating
- Use visual, auditory and transitional supports
- Use transition cues for space changes
- Set clearly defined standards for behavior
- Establish clear routines: behavioral, social, emotional
- Allow alternative setting for testing
- Use data analysis to monitor positive behavior changes
- Communicate frequently with parents

Character Education

- Provide teen parenting support
- Give clear procedures, routines, expectations: PBIS-PRIDE 5 (Personal Responsibility is Developed Every Day)
- Use the Aggressor, Victims, and Bystanders Program
- Provide positive reinforcement strategies
- Celebrate successes

STUDENT SUPPORT PERSONNEL

Student Support Personnel Providing Consultation/Support/Intervention in the General Education Setting

ASSISTIVE TECHNOLOGY SPECIALIST

The Assistive Technology specialist supports students with assistive technology needs. The specialist conducts district evaluations and is available to conduct trainings for staff.

BEHAVIOR SPECIALIST

The Behavior Specialist provides behavioral assessments (Functional Behavior Assessments - FBA's), behavioral interventions with students and management strategy supports for teachers.

DEPARTMENT CHAIRS

The Department Chairs support the high school teachers and the administration in achieving the vision and goals of the school. Along with teaching, department chairs supervise and evaluate faculty in their respective department, and support teachers regarding student concerns.

DISTRICT BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

The Behavior Specialists are responsible for behavior consultation and interventions with students, and management strategies for teachers. They are also responsible for Functional Behavior Assessments (FBA's).

TITLE I LITERACY AND MATH TEACHERS

The Title I Teachers work within the four Title I elementary schools to provide direct supplemental small group support to a targeted group of students in reading and/or math.

ENGLISH AS A SECOND LANGUAGE (ESL/ELL) TEACHERS

The ESL/ELL teachers provide direct services for identified English Language Learners (ELL).

GUIDANCE COUNSELORS

The Guidance Counselors work closely with students, parents and school staff in matters related to academics.

HIGH SCHOOL DEAN

The Deans work with students and staff in the resolution of discipline problems to ensure that the discipline policy is administered in a fair and just manner and that an optimum learning environment is maintained. The Deans collaborate with students, families and faculty in the enforcement and implementation of the rules and other regulations of the student code of conduct to effect positive student behavior in school.

LIBRARIANS/LIBRARY SUPPORT STAFF

The library support staff consult with teachers regarding resources, and provide resources for student enrichment and research.

STUDENT SUPPORT PERSONNEL

LITERACY AND MATH COACHES

The Literacy and Math Coaches support classroom teachers and other instructional staff in developing strategies, skills, tools, techniques, and capacity to effectively teach reading and math to all students. They also disseminate student data to improve teaching and learning.

NURSES

The Nurses provide consultation to staff, communication and consultation with parents, direct service to individual students and staff, as well as vision, hearing, and BMI screenings.

SCHOOL PSYCHOLOGISTS

The Licensed School Psychologists collaborate with students, parents and staff. They provide small group or individual counseling for students, social skills training, behavioral intervention programming, and crisis intervention.

SCHOOL ADJUSTMENT COUNSELORS

The School Adjustment Counselors provide individual and group counseling related to school matters, co-teach social skills groups, and serve as a liaison between the school district, parents and other agencies involved with students.

SPECIAL EDUCATION INCLUSION TEACHER

The Special Education Teachers provide collaborative consultation to teachers of students in a general education setting.

SPEECH/LANGUAGE PATHOLOGISTS AND OCCUPATIONAL THERAPISTS

The district employs a team of licensed and certified speech/language pathologists, occupational therapists, and physical therapists. These professionals are available for teacher consultation and informal screenings.

PARAPROFESSIONALS

The Paraprofessionals assist teachers by performing a variety of tasks that promote student learning and well-being. Their responsibilities include working with students individually and in small groups, reinforcing instructions, motivating learning and assisting with classroom management.

PRINCIPAL AND ASSISTANT PRINCIPAL

The Principal and Assistant Principal provides articulation and modeling of the vision and principles of the school and district, supervises and evaluates staff, provides oversight for teaching and learning, and collaborates and communicates with staff and community stakeholders.

SCHOOL RESOURCE OFFICER (SRO)

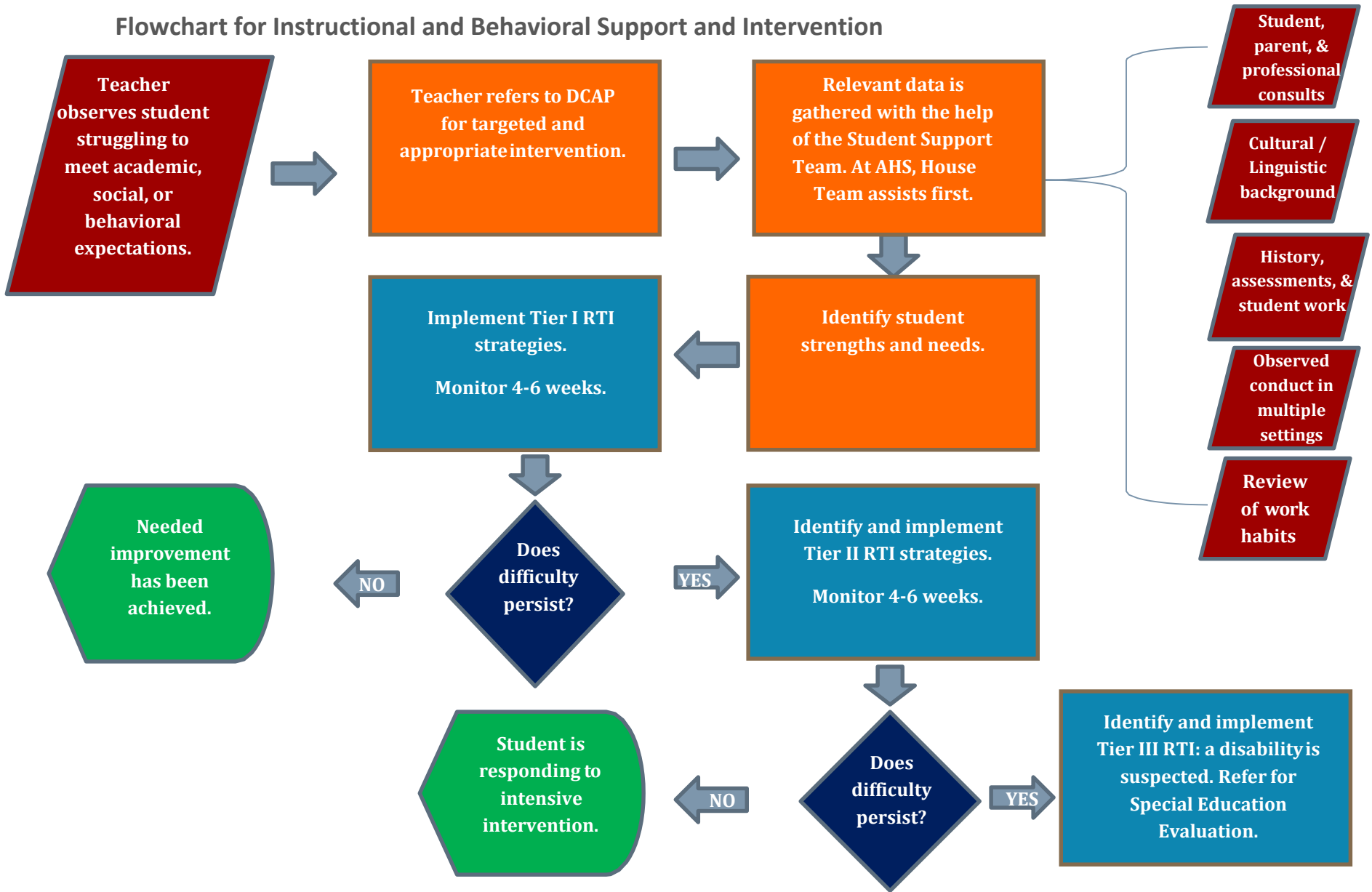
The School Resource Officer develops relationships with students, supports good decision making, and acts as the liaison with local law enforcement.

STUDENT SUPPORT TEAM (SST)

The Student Support Team (SST) in each school reviews staff, administrative, and parent referrals of at-risk students.

APPENDIX A – FLOW CHART


Flowchart for Instructional and Behavioral Support and Intervention



APPENDIX B – UNIVERSAL DESIGN FOR LEARNING (UDL) COMPONENTS

Universal Design for Learning Guidelines



 © 2011 by CAST. All rights reserved. www.cast.org, www.udlcenter.org
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 Wakefield, MA: Author

Excerpted from Universal Design for Learning, The Center for Applied Special Technology (CAST), 2011.

Universal Design for Learning refers to a process by which a curriculum (i.e., goals, methods, materials, and assessments) is intentionally and systematically designed from the beginning to address individual differences. With curricula that are universally designed, much of the difficulties of subsequent “retrofitting” and adaptation can be reduced or eliminated - and a better learning environment for all students can be implemented.

UDL Guidelines

This graphic organizer of the Universal Design for Learning Guidelines depicts the three main principles of UDL in three color-coded columns with numbered explanations and bulleted examples beneath each principle heading.

APPENDIX B – UNIVERSAL DESIGN FOR LEARNING (UDL) COMPONENTS

Principle I. Provide Multiple Means of Representation is shown on the left in dark pink and includes the following:

1. Provide options for perception: options that customize the display of information, options that provide alternatives for auditory information, options that provide alternatives for visual information.
2. Provide options for language and symbols: options that define vocabulary and symbols, options that clarify syntax and structure, options for decoding text or mathematical notation, options that promote cross-linguistic understanding, and options that illustrate key concepts non-linguistically.
3. Provide options for comprehension: options that provide or activate background knowledge; options that highlight critical features, big ideas, and relationships; options that guide information processing; options that support memory and transfer.

Principle II. Provide Multiple Means of Action and Expression is shown in the center in blue and includes the following:

4. Provide options for physical action: options in the mode of physical response, options in the means of navigation, options for accessing tools and assistive technologies.
5. Provide options for expressive skills and fluency: options in the media for communication, options in the tools for composition and problem solving, options in the scaffolds for practice and performance.
6. Provide options for executive functions: options that guide effective goal-setting, options that support planning and strategy development, options that facilitate managing information and resources, options that enhance capacity for monitoring progress.

Principle III. Provide Multiple Means of Engagement is shown on the right in green and includes the following:

7. Provide options for recruiting interest: options that increase individual choice and autonomy; options that enhance relevance, value, and authenticity; options that reduce threats and distractions.
8. Provide options for sustaining effort and persistence: options that heighten salience of goals and objectives, options that vary levels of challenge and support, options that foster collaboration and communication, options that increase mastery-oriented feedback.
9. Provide options for self-regulation: options that guide personal goal-setting and expectations, options that scaffold coping skills and strategies, options that develop self-assessment and reflection.