

# **MEDFIELD PUBLIC SCHOOLS**

## **DISTRICT CURRICULUM ACCOMMODATION PLAN**

### **Mission Statement**

The Medfield Public School System will create a dynamic and collegial learning environment. Curriculum and instruction will guide students to achieve high standards and to meet the challenge of change. Through school, family, and community partnerships, students will be prepared to become responsible, sensitive, contributing citizens and lifelong learners.

### **District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (DCAP)**

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.

### **School Council and District Accommodation Plan, Ch. 71 Section 59C Amended Language**

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 1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan.

### **Purpose of DCAP**

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

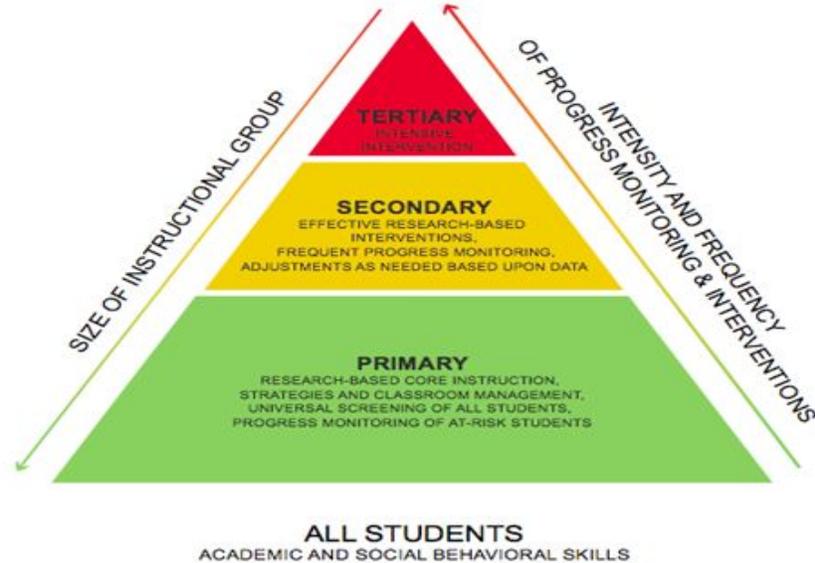
- Analysis of diverse learning styles within the general education classroom;
- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and support within the general education classroom;
- Services to address the needs of children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

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

### **Student Support Team (SST)**

SST is a general education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the SST include the Principal, a general education classroom teacher, specialists, a guidance counselor/psychologist, and other building personnel determined by the principal.

## Tiered Intervention



A Response to Intervention (RTI) model includes three tiers, with the most intensive interventions implemented at the uppermost tier.

### **Tier 1: Primary Level**

This level represents general classroom instruction in which highly qualified educators apply scientifically based programs, interventions, and strategies. Student progress is monitored regularly to track progress and differentiate instruction.

### **Tier 2: Secondary Level**

About 15% of the students in any school experience significant difficulty in the general education setting. Results from assessments taken in Tier 1 may suggest these students are at risk for academic difficulties. If so, Tier 2 targeted interventions are applied within the general education classroom to help these students access the curriculum. Progress is monitored frequently to gauge how well students are responding to the interventions, and to aid in decision making about each student's educational path.

### **Tier 3: Tertiary Level**

If students do not respond well to Tier 2 interventions applied within the general education

classroom, they may be referred for intensive interventions or special education services at Tier 3. About 5% of a school's population is included at this level.

## **Student And Program Supports**

### **All Schools**

- Math and Reading Support
- ELL Support
- Individual and Group Counseling Services
- Social Skills Groups
- Behavior Support Plans
- Related Service Short-Term Interventions
- Computer-Assisted Instruction

### **Middle School Only**

- Advisory Program
- After School Help
- Peer Tutoring

### **High School Only**

- Academic Success Center
- English Seminar
- Math Lab
- Math Academy
- MCAS Tutoring
- RISE Program
- Writing Center
- Peer Tutoring

### **Personnel Resources Providing Specific Consultation/Support/Intervention offered through general education**

<b>Personnel</b>	
Board Certified Behavior Analyst (BCBA)	Offers consultation to parents, students, and staff, and direct service for individual students.
Department Chair	Provides curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource allocation, and supervision and evaluation of teachers.
English Learner (EL) Teachers	Provides direct services for identified students and create a program and environment favorable to learning and personal growth in accordance with each student's ability.

Guidance Counselor	Provides support to all students, serves as a liaison between home and school, provides parent consultation, teacher support, referrals, and is a liaison for social/community agencies.
Librarian	Provides support for student research and consultation with teachers and students about curriculum resources.
Math Specialist	Provides support to students, provide curriculum and instruction oversight, teacher assistance with curriculum modifications, and serve as a curriculum resource.
Nurse	Offers consultation to parents, students, and staff, and direct service for individual students.
Occupation Therapist	Offers consultation to parents, students, and staff, and direct service for individual students.
Physical Therapist	Offers consultation to parents, students, and staff, and direct service for individual students.
Reading Specialists	Provides support to students, provide curriculum and instruction oversight, teacher assistance with curriculum modifications, and serve as a curriculum resource.
School Psychologist	Provides teacher consultation and support to parents/students on academic, behavioral, and social issues.
Speech-Language Pathologist	Offers consultation to parents, students, and staff, and direct service for individual students.
Teaching Assistants	Provides support to students and teachers
Technology Integration Specialist	Supports both staff and students with hardware and software options/training.

### **Professional Development/Resources for Staff**

- Induction/Mentor Program
- Content Specialists/Department Chairs
- Ongoing Research and Development
- Curriculum Committees
- Summer Curriculum Work
- Technology Training
- Contractual Coursework Reimbursement
- Study Groups
- Grade Level Meetings
- Department and Faculty Meetings

- Common Planning Time

## **Encouragement of Parental Involvement**

- School Site Council
- Parent/Teacher conferences and other informal meetings as needed
- Parent Teacher Organization (PTO)
- Medfield Coalition for Public Education (MCPE)
- Superintendent Parent Advisory Council
- Principal's Coffee
- Volunteer in classrooms, library, field trips
- Special Education Parent Advisory Council (SEPAC)
- Parent Information Night (PIN)
- School Transition Meetings (Incoming PIN)
- Websites (District, School and Teacher)
- Weekly Blog/Twitter
- Thursday Packets (Website)
- Parent Education Opportunities

## **General Education Curriculum Expectations and Interventions**

All students are provided with curriculum that is aligned with the Massachusetts Curriculum Frameworks (including the Common Core), and instruction is provided by highly qualified, licensed teachers. Data from common assessments and universal screenings assist teachers in identifying students who may require specific accommodations, and/or additional support services to be successful. General education interventions are provided for any student who is presenting with academic and/or social-behavioral concerns, and their progress is monitored on a regular basis during the interventions. The provision of support services continues until the student is making effective progress. If at any time a disability is suspected, the student will be brought to the Student Support Team (SST) and potentially referred for a special education evaluation; however, the general education interventions should continue, since this progress monitoring data becomes part of the evaluation process.

## **General Education Classroom Accommodations**

An accommodation is a change in how a student may access information and demonstrate learning. An accommodation does not substantially change the instructional level, content, or performance criteria. The change is made in order to provide a student with equal access to learning and equal opportunity to demonstrate his/her knowledge. The following list is not a comprehensive list of all classroom accommodations, but a collection of those that are commonly implemented within the classrooms.

Intervention Category	Intervention Sub-Category	Student Accommodations
<b>CLASSROOM ASSESSMENT</b>	Administration	<ul style="list-style-type: none"> <li>● Repeat and/or clarify directions</li> <li>● Test in alternative location</li> <li>● Extended time/Untimed</li> <li>● Noise buffering headphones</li> <li>● Monitor test progress - redirect when necessary</li> <li>● Modify pacing</li> <li>● Set time limits</li> <li>● Provide wait time</li> <li>● Clarify directions</li> <li>● Permit breaks during testing</li> <li>● Provide incremental testing</li> <li>● Display fewer items on the page</li> <li>● Assessment presented one page or section at a time</li> <li>● Rephrasing of test questions</li> <li>● Allow for oral elaboration (to assist written expression)</li> </ul>
	Alter Visual Presentation	<ul style="list-style-type: none"> <li>● Reduce amount of information on page</li> <li>● Special lined paper</li> <li>● Bold or underline key words</li> <li>● Highlight or color code material</li> <li>● Provide larger print</li> <li>● Visual cues/symbols/acronyms</li> <li>● Reduce quantity of problems without changing content</li> <li>● Write directly on test</li> <li>● Use additional white space</li> <li>● Provide lines on test</li> </ul>
	Assistive Technology	<ul style="list-style-type: none"> <li>● Slant Board</li> <li>● Timer</li> <li>● Type written assignments as needed</li> <li>● Pencil Grip</li> <li>● Reading Tracker</li> <li>● Calculator for tasks that are not assessing computation</li> <li>● Audio Books</li> <li>● Technology device</li> <li>● Speech to Text</li> <li>● Text to Speech</li> </ul>
	Format	<ul style="list-style-type: none"> <li>● Fill-In-the-Blanks: (blanks at the end of the sentence)</li> <li>● Fewer answer choices (multiple choice and matching)</li> </ul>

		<ul style="list-style-type: none"> <li>• Reduced number of items/problems</li> <li>• Simplified or reword directions</li> <li>• Chunking</li> <li>• Alternative assessments (oral, project, performance)</li> </ul>
	Reference Tools	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Word Wall</li> <li>• Hundreds chart</li> <li>• Number line</li> <li>• Alphabet strips</li> <li>• Reference sheet</li> <li>• Multiplication chart</li> <li>• Word banks</li> <li>• Study guides</li> <li>• Dictionary</li> <li>• Graphic organizers</li> </ul>
	Other	<ul style="list-style-type: none"> <li>• Quiz or test corrections</li> <li>• Retakes for tests and quizzes</li> </ul>

Intervention Category	Intervention Sub-Category	Student Accommodations
<b>INSTRUCTION</b>	Additional Instruction	<ul style="list-style-type: none"> <li>• Provide models/exemplars</li> <li>• Provide sentence/story starters</li> <li>• Underline/highlight important directions/key words</li> <li>• Break multi-step tasks into step by step process</li> <li>• Break long-term project into smaller segments</li> <li>• Provide time for preview, review and practice</li> <li>• Allow flexible seating/standing options</li> <li>• After school help for extra review and practice</li> </ul>
	Alter Visual Presentation	<ul style="list-style-type: none"> <li>• Display fewer items per page</li> <li>• Include visuals</li> <li>• Vary format</li> <li>• Bold, underline, highlight</li> <li>• Provide lines/boxes on test</li> <li>• Visual cues/symbols/acronyms</li> <li>• Reduce quantity of problems without changing content</li> <li>• Increase font size</li> </ul>

	Assistive Technology	<ul style="list-style-type: none"> <li>• Type written assignments as needed</li> <li>• Special lined paper</li> <li>• Slant Board</li> <li>• Pencil Grip</li> <li>• Reading Tracker</li> <li>• Audio Books</li> <li>• Technology device</li> <li>• Speech to text</li> <li>• Text to speech</li> <li>• Calculator accessible when not assessing computation</li> </ul>
	Emphasize Main Ideas	<ul style="list-style-type: none"> <li>• Highlight</li> <li>• Repeat</li> <li>• Bold</li> <li>• Underline</li> </ul>
	Model	<ul style="list-style-type: none"> <li>• Provide models/exemplars/non-example</li> <li>• Demonstrate processes</li> </ul>
	Monitor	<ul style="list-style-type: none"> <li>• Cue student</li> <li>• Check progress</li> <li>• Circulate</li> <li>• Check for understanding</li> </ul>
	Pacing	<ul style="list-style-type: none"> <li>• Extend time for assignments</li> <li>• Chunk information</li> <li>• Provide wait time</li> <li>• Set time limits</li> <li>• Allow breaks as needed</li> </ul>
	Presentation	<ul style="list-style-type: none"> <li>• Vary lesson activities</li> <li>• Connect to prior knowledge</li> <li>• Use multi-sensory input</li> <li>• Preview and review the lesson</li> <li>• Provide wait time</li> <li>• Check for understanding</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Graphic organizers</li> <li>• Mnemonic aids</li> <li>• Extra textbook</li> <li>• Manipulatives</li> <li>• Note taking template (graphic organizer, shared file, etc.)</li> </ul>

		<ul style="list-style-type: none"> <li>• Allow hard copies to be handed in if necessary</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• Extended time for writing assignments</li> <li>• Computer access/word processor</li> <li>• Detailed assignment sheet listing specific guidelines and requirements</li> <li>• Scaffolding of assignments</li> <li>• Assignment differentiation (example: reduce length or requirements)</li> <li>• Templates/ graphic organizers</li> <li>• In class writing workshops</li> <li>• Peer editing</li> <li>• Provide incremental dates for long term assignments</li> <li>• Writing checklists bulleting essential aspects for final assignment/assessment</li> <li>• Models/Exemplars- student samples that show a range of grades</li> <li>• Rubrics</li> <li>• Error analysis of graded assignments</li> </ul>
	Other	<ul style="list-style-type: none"> <li>• Preferential Seating</li> </ul>

Intervention Category	Intervention Sub-Category	Student Accommodations
<b>BEHAVIORAL/ SOCIAL EMOTIONAL</b>	Additional Services	<ul style="list-style-type: none"> <li>• Guidance Counselor check-In</li> <li>• Social/Skills group lessons</li> <li>• Psychological services</li> <li>• Behavioral services</li> <li>• Psychological services</li> <li>• Behavioral services</li> </ul>

	Behavior Modifications	<ul style="list-style-type: none"> <li>• Plans</li> <li>• Checklists</li> <li>• Contracts</li> <li>• Charts</li> <li>• Incentives</li> <li>• Rewards</li> <li>• Verbal/written feedback</li> <li>• Social stories</li> </ul>
	Classroom Management	<ul style="list-style-type: none"> <li>• Predictable, structured learning environment</li> <li>• Provide consistent routines</li> <li>• Post visual schedules</li> <li>• Warnings of change in schedule/transitions</li> <li>• Classroom behavior incentive program</li> <li>• Positive Interventions and Supports</li> <li>• Breaks, as needed</li> <li>• Cueing behavior</li> <li>• Sensory diet throughout the day</li> <li>• Positive recognition</li> <li>• Clearly defined expectations</li> <li>• Established non-verbal cues</li> <li>• Sensory breaks</li> <li>• Adjust seating arrangements</li> </ul>
	Transitions	<ul style="list-style-type: none"> <li>• Post visual schedules</li> <li>• Warnings of change in schedule/transitions</li> <li>• Assigned spot in line</li> </ul>

Intervention Category	Intervention Sub-Category	Student Accommodations
<b>ORGANIZATION</b>	Homework Completion	<ul style="list-style-type: none"> <li>• Post assignments on the board/in shared file in the same spot daily.</li> <li>• Put assignments online (i.e. Aspen or Google Classroom)</li> <li>• Weekly progress reports</li> <li>• Notebook (hard copy or virtual) and/or reading checks</li> <li>• Daily homework check</li> <li>• Breakdown assignments</li> </ul>

		<ul style="list-style-type: none"> <li>● Provide incremental due dates</li> </ul>
	Monitor Management of Material	<ul style="list-style-type: none"> <li>● Post visual schedules</li> <li>● Home/School Folders</li> <li>● Organization check-ins</li> <li>● Student Planners</li> <li>● Help organize online resources (Google Drive, Google Classroom, Aspen, etc.)</li> </ul>
	Time Management Tools	<ul style="list-style-type: none"> <li>● Break down assignments</li> <li>● Provide incremental due dates</li> <li>● Time check-ins</li> <li>● Periodic due dates for long term assignments</li> </ul>
	Tools	<ul style="list-style-type: none"> <li>● Checklist</li> <li>● Label</li> <li>● Color Code</li> <li>● Provide extra set of books at home</li> <li>● Graphic organizers/story starters</li> </ul>

**Glossary of Terms**

**Accommodation** - A change in how a student may access information and demonstrate learning that allows equal access to curriculum and instruction. Accommodations do not substantially change the instructional level, content, or performance criteria.

**Acronym** - An abbreviation formed by using each first letter from a group of words to form a new word, or an invented combination of letters, where each letter is a cue to an item you need to remember. This can be helpful when remembering words in a specified order.

**Assistive Technology** - Any device, piece of equipment or system that helps a student work around learning challenges. Assistive technology can range from simple adaptive tools to high-tech tools.

**Chunking** - an approach for making more efficient use of short-term memory by grouping information. Chunking breaks up long strings of information into units or chunks. The resulting chunks are easier to commit to memory than a longer uninterrupted string of information.

**Common Assessment** - Any assessment collaboratively developed and administered by multiple teachers within a grade level/subject area as a consistent measure to evaluate student learning. Results are reviewed for the purpose of assessing curriculum, planning instruction, and developing interventions for individual and/or small groups of students.

**English Learner (EL)** - A student who comes from non-English-speaking home or background, and who requires specialized or modified instruction in both the English language and in their academic courses.

**Exemplar** - A completed example or model of a project or assignment.

**Graphic Organizer** - A visual aid, including webs and flowcharts, which can be used to structure and organize writing assignments, help in solving math word problems, and facilitate learning and instruction.

**Intervention Plan** - A short term plan developed to provide structured support to a student who is presenting any academic or behavioral concerns. It can be implemented by a classroom teacher, counselor, reading or math specialist, related service specialist, or special education teacher.

**Manipulatives** - are physical tools of teaching, engaging students visually and physically with objects such as coins, blocks, puzzles, markers, etc.

**Mnemonic aid** - a device such as a pattern of letters, ideas, or associations that assists in remembering something.

**Noise Buffering Headphones** - A tool for students who are sensitive to loud noises to help muffle background sounds, especially when concentrating on an assignment or in venues such as the cafeteria or assemblies.

**Response to Intervention (RTI)** - A model of tiered instruction is used to provide increasing levels and intensity of support that match the instructional needs of individual students.

**Rubric** - A scoring guide used to evaluate the quality of students' constructed responses.

**Student Support Team (SST)** - A collaborative, school-based, problem-solving team that is organized to help ensure student success in academic and/or behavioral/emotional areas.

**Wait Time** - The time that you wait before calling on a student in class.