

Wire Village Elementary School Building Curriculum Accommodation Plan

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms. Specifically, the DCAP is intended to aid teachers in identifying and accommodating the wide range of student learning styles and needs that exist in any school or classroom. By describing in a document the accommodations and instructional supports and strategies that are available in general education and the process for determining effective interventions for struggling learners, it is hoped that the DCAP will help support diverse learners in our schools. The DCAP also guides the development of a Building Curriculum Accommodation Plan (BCAP) for Wire Village Elementary School.

Massachusetts General Laws, Chapter 71, Section 38Q½

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Purpose of the BCAP:

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners
- To highlight support services and instructional delivery options available within general education settings
- To note instructional interventions available for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching

The following statements reflect the district’s philosophy of teaching and learning:

- All students can learn and should have opportunity to reach their full potential
- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development
- Students differ in their ability to work and study independently
- Students will have different responses to curriculum, instruction, and assessment
- Students require different amounts and types of instructional support

The BCAP that follows is grounded in this philosophy of teaching and learning. It provides an accounting of resources and accommodations available to students and classroom teachers. In addition, the BCAP provides a process in which Wire Village Elementary School follows in order to support struggling learners.

School Systems of Support

Core instruction in the regular education classroom provides a rich educational experience for all students. Wire Village Elementary School is committed to maintaining strong core instruction so all students are adequately supported to access and benefit from the core curriculum in the general education classroom. We strive to make the regular education classroom an appropriate placement for all students.

Working together, general and special educators provide support to each other to address student learning needs. As a result, learning is supported through a clearly defined curriculum, differentiated instructional practices, and varied programs and services geared to individual student needs.

Below is a list of systems and structures in place to assist teachers and leaders in addressing varied student needs in the regular education classroom.

Assistance to regular education classroom teachers, such as professional development that will help them analyze and accommodate various students' learning needs.

- New Teacher Orientation / Induction Program
- Teacher Mentoring Program
- District and School-Based Professional Development
- Child Study Team
- Grade-Level Meetings
- Faculty Meetings
- School-Based Data Teams
- Title 1 Services
- Reading Specialists
- Team Chairs
- Teacher-selected Professional Development
- Interventionist
- English as a Second Language Specialist
- Sheltered English Immersion
- Adjustment and Guidance Counselors
- Diagnostic screenings (e.g., Kindergarten Screening, MAP, DIBELS, WIST, TOSRF, etc.)
- Common Assessments
- Curriculum Maps

Support services that are available to students through general education, including services to address the needs of students whose behavior may interfere with learning.

- Morning Meetings
- Conflict Resolution
- Responsive Classroom
- Behavior Plans
- 504 Plans
- Counseling
- Functional Behavior Assessments
- Child Study Teams
- English as a Second Language Services
- Interventions delivered by Intervention Specialist
- Interventions delivered by Title I Staff

Systems, structures, and frameworks to support direct and systematic instruction for all students.

- District K-6 Balanced Literacy Framework
 - Comprehensive Tier 1 program (Journeys)
 - Word Study
 - Guided Reading
 - Independent Reading
- Leveled Readers
- Reading Specialists
- ELA Whole Group / Small Group Curriculum Maps
- Title I Reading Teachers
- Reading Interventions
 - Just Words
 - MobyMax
- Reading Interventions (cont.)
 - Lexia
 - Read Live
 - ECRI
 - WINN Period
- Assessments
 - MAP, DIBELS, DAZE, WIST, ToSRF
- Sheltered English Immersion & English as a Second Language Instruction
- Differentiated Instruction
- K/1 Interventionist

Efforts to support teacher mentoring and collaboration.

- New Teacher Orientation / Induction
- Teacher Mentoring Program
- PD for New Hires
- Grade Level Team meetings
- Collaboration and co-planning with specialists
- School-Based Data Teams
- Study groups, faculty meetings, etc.

Efforts to encourage parental involvement in the child's education.

- School Councils
- Open Houses
- Parent/Teacher Conferences
- PAWS (PTA)
- SEPAC
- Parent Information Nights
- OneCall messaging system
- Interpretive Services available as needed
- Parent Surveys
- Title Parent Information Evenings
- Academic Program Nights
- Newsletters
- School web page
- Facebook presence
- Report Cards and Progress Reports
- Student performances

Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum

Below is a list of accommodations that support access to the core curriculum. This list is not intended to be exhaustive but rather highlights possibilities. Among others, PRIM (*Hawthorne's Pre-Referral Intervention Manual*) may be used as an additional reference.

Organizational Strategies

- Provide agenda
- Clear homework recording system
- Frequent progress reporting
- Clear and consistent instructions and expectations
- Break assignments into small, clear steps
- Number/order steps for task completion
- Provide templates and models
- Provide graphic organizers
- Provide due dates for separate steps
- Well managed transitions

Motivational Strategies

- Have goal-setting as an all class activity
- Determine student interests and learning styles and then design flexible activities accordingly
- Avoid marking responses that are wrong instead highlighting those that are right
- Provide the student with formative feedback within the classroom
- Include positive reinforcement/incentives/rewards

Behavioral Strategies

- Develop positive relationships with students
- Teach social skills
- Teach, model, and practice every routine and expectation for behavior
- Change seating
- Include positive reinforcement/incentives/rewards
- Implement individual behavior plans such as sticker charts, or first/then approach
- Post a daily agenda highlighting specific activities during an instructional block
- Define clear and consistent
- Frequent communication with parents
- Allow student to see counselor when needed
- Develop student/teacher contract
- Be mobile around the teaching space
- Utilize transition cues
- Logical consequences
- Collaborative problem solving
- Small group instruction
- Incorporate stress-release activities
- Provide strategies to parents
- Use visual/auditory reminders of behavioral expectations

Assessments

- Provide alternative assessment options (ex: allow for oral assessment)
- Preview test vocabulary/concepts
- Extended time if needed
- Administer test in short periods
- Provide examples of proficient work

Instructional Strategies

- Multi-modal presentation of information
- Utilize differentiated instruction and assignments
- Hands on learning activities
- Include transition cues
- Break tasks into smaller units or chunks
- Provide wait time for responding to questions or formulation discussion thoughts
- Use technology assisted instruction
- Minimize assignments requiring copying
- Use rubrics
- Provide models and templates
- Provide graphic organizers
- Use vocabulary/word banks
- Reduce assignments for copying tasks
- Repeat or re-teach key concepts with a different approach
- Frequent checks for understanding
- Scaffold
- Don't assume prior knowledge; pre-teach where needed
- Teach vocabulary
- Provide an overview of the lesson before beginning
- Develop integrated curriculum projects/project based learning

Attentional Strategies

- Teach students how to pay attention - be specific (whole body listening)
- Develop a student/teacher signal to cue attention
- Be tolerant of student movement, standing while working, moving to a different desk, and functional breaks
- Allow intentional distractions or something acceptable to do with their hands during instruction times (for example, a squishy fidget or a soft ball)
- Provide seating options (sit in a chair or on a cushion during morning meeting)
- Remove auditory distractions (use headphones)
- Provide clutter free environment (empty desk, organize desk with student)
- Post daily schedule and classroom expectations
- Change activities frequently to accommodate short attention spans
- When lecturing, talk for no more than five minutes and then have a student-directed activity and check for understanding
- Plan varied activities during class period including at least one that allows for movement
- Give directions and information in small units
- Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for correct answers
- Seat student close to teacher
- Make a positive personal comment every time the student shows any evidence of interest

- Make frequent checks for assignment progress/completion
- Give advance warning of when a transition is going to take place
- Use physical proximity and touch to help student refocus

Modifying the Presentation of Material

- Break assignment into segments of shorter tasks
- Use concrete examples of concepts before teaching the abstract
- Relate information to the student's experiential base
- Reduce the number of concepts presented at one time
- Monitor the student's comprehension of language used during instruction
- Schedule frequent short conferences with the student to check for comprehension
- Provide consistent review of any lesson before introducing new information
- Allow student to obtain and report information utilizing: recordings, dictation, calculators, computers, interviews, and fact sheets
- Highlight important concepts to be learned in text of material
- Monitor the rate at which material is presented
- Give additional presentation by varying the methods using repetition, simpler explanations, more examples, and modeling
- Require verbal responses to indicate comprehension
- Give frequent reminders of homework assignments
- Provide clear, concise directions and concrete examples for homework assignments
- Assign tasks at an appropriate reading level
- Allow for the oral administration of tests
- Check assignment sheet for accuracy

Modifying the Environment

- Seat student in an area free of distractions
- Use preferential seating (please specify individual child preference for optimal learning)
- Help keep student's work area free of unnecessary materials
- Use checklists to help the student get organized
- Frequently check the organization of the student's notebook
- Monitor the student's use of his/her assignment book (grades 3 & 4)
- Check the assignment book for accuracy (grades 3 & 4)
- Provide opportunities for movement
- Organize to simplify transitions and collaborative activity

Modifying Time Demands

- Increase time allowed for completion of tests or assignments
- Reduce the amount of work or length of tests
- Prioritize assignments and/or steps to completing assignments for the student
- Space short work periods with breaks or change of tasks
- Consistently follow a specific routine
- Alternate quiet and active tasks
- Set time limits for specific task completion

Modification of Materials for Students with Specific Concerns

Visual Motor Integration and Written Expression Problems

- Reduce the amount of copying from text and board
- Allow student use either cursive or manuscript
- Set realistic and mutually agreed upon expectations for neatness
- Let student type, record, or give answers orally instead of writing
- Avoid pressures of speed and accuracy
- Provide copies of notes
- Accept key word responses instead of complete sentences

Visual Processing Problems

- Highlight information to be learned
- Keep written assignments and workspace free from extraneous and/or irrelevant distractions
- Provide clear and well-defined worksheets
- Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning
- Avoid having student copy from the board
- Have student verbalize instructions before beginning task
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining

Organizational Problems

- Provide an established daily routine
- Provide clear rules and consistently enforce them
- Contract with student and use rewards for completion of contract
- Provide due date on written assignments
- Provide a specific place for turning in completed assignments
- Use of graphic organizer

Language Processing Problems

- Provide both clear oral and written directions
- Provide sequential directions: first, second, ect. and visual checklists
- Slow the rate of presentations
- Simplify, rephrase, clarify language
- Keep statements short and to the point
- Avoid use of abstract language such as metaphors, idioms, and puns
- Encourage feedback from student to check for understanding
- Schedule frequent, short conferences with the student (check in)
- Preview, repeat, or re-teach new concepts and vocabulary
- Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- Alert student's attention before expressing key points
- Model thinking aloud (for example, model thinking aloud during interactive read alouds, highlighting specific reading strategies)
- Ensure the readability levels of the textbooks are commensurate with the student's language level
- Provide anchor charts/visual aids to help student to recall taught concepts
- Utilize manipulative, hands-on activities whenever possible
- Relate the information to the student's prior knowledge and build upon previously mastered skills.
- Provide guided practice

- Provide the student with graphic organizers
- Cue student by calling his/her name before asking questions
- Reduce the amount of work (For example, allow the student to read a just right book in place of morning work). Think quality vs. quantity
- Provide additional drill sessions, skill specific games such as Florida Center for Reading Research activities/partner math activities
- Utilize technology/computer-assisted instruction in order to help retain information

Use of Groups and Peers

- Utilize cooperative learning strategies when appropriate
- Assign a peer helper to check understanding of directions
- Assign a peer helper to read important directions and essential information
- Assign a peer tutor to record material dictated by the student

Assisting the Reluctant Starter

- Give a personal cue to begin work
- Give work in smaller units
- Provide immediate reinforcements and feedback
- Introduce the assignment in sequential steps
- Check student for understanding of instructions
- Check on progress often in the first few minutes of work
- Provide time suggestions for each task
- Provide a checklist for long detailed tasks

Dealing with Inappropriate Behavior

- Establish clear and concise classroom expectations and consequences with class
- Consistently reinforce expectations
- Avoid the use of confrontational techniques
- Provide student with alternatives
- Designate a “cooling off” location within the classroom
- Assign activities which require some movement
- Use praise generously
- Avoid power struggles
- Ignore attention-getting behavior for a short time
- Avoid criticizing the student in front of others
- Communicate frequently with parents
- Monitor levels of tolerance and be mindful of signs of frustration
- Speak privately, without the audience of peers, to student about inappropriate behavior
- Logical consequences

Fine Motor

- Provide pencil grip
- Provide slant boards
- Vary the working surface: desk to vertical surface, chart paper, SmartBoard
- Provide the student with graphic organizers
- Decrease written work
- Allow the student to dictate written work to demonstrate understanding (including tests and quizzes)

- Change far point to near point materials for reference (example, daily schedule or agenda)
- Reduce copying from the board
- Allow student to use the computer for written work
- Skip lines when writing on lined paper
- Highlight the bottom line to help student determine where the words sit on the paper
- Match lined paper to the student's print size
- Allow for extra time for written work
- Paper with clearly defined lines
- Directions given one step at a time; Repeat and/or clarify directions
- Break assignments into shorter segments
- Reduce what's on a page; fold paper in half
- Movement breaks
- Fidget tools
- Quiet corner to complete work
- Utilize multiple choice, fill in the blank, sentence starters, word banks
- Alphabet strip on desk as quick reference
- Alternate seating

English Language Learners

- Provide frequent opportunities for interaction and discussion between teacher-student and among students
- Link academic concepts to student's prior knowledge and experience
- Emphasize English vocabulary by teaching vocabulary and content simultaneously
- Provide opportunities to practice and apply language and content knowledge to English
- Support words and instruction through the use of images, realia, and visuals such as graphic organizers, pictures, flow charts, etc.
- Frequent checks for understanding/comprehension
- Extra time is given for tasks/assignments
- Diversification of assessment strategies – write, say, do.
- Inclusion of reading strategies such as read-alouds, partner reading, etc.
- Use of culturally responsive teaching