



East Brookfield Elementary School
Building Curriculum Accommodation Plan

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Grades Pre-K to 2

SEBRSD is an inclusive school district. As such, we are a collaborative culture that welcomes all members into our learning community. Recognizing that students share more similarities than differences, our learning community respects each individual's unique contributions. As an inclusive school district, it is expected that all adults share the responsibility for providing every student 'with access to and participation in high quality general education,' with that philosophy and our mission in mind, we have developed an accommodation plan. The plan is designed to increase the accessibility of curriculum for all students.

Accommodations Related to Instruction & Testing/Assessment

Instruction

The teacher provides:

1. A variety of group structures including small group and one to one conferencing.
2. Differentiated instruction to meet the needs of the student.
3. A multi-sensory approach when teaching concepts, including visual, auditory, and kinesthetic presentations/activities.
4. Flexible grouping to meet the needs of all students (intervention and enrichment).
5. Preview, repeat, or re-teach new concepts.
6. Provide extra wait time prior to expecting student responses.
7. Build in sufficient time for metacognition (reflection and processing--i.e., 10 minutes of teaching/stop/2 minutes of processing).
8. Reading instruction at the student's instructional level.
9. Opportunities for cooperative learning in a partner or small group setting.
10. Concrete examples/models/exemplars of tasks prior to teaching the concept.
11. Frequent checks for understanding of instruction.
12. Regular feedback.
13. Cues to the student prior to calling on him/her to allow time to prepare for responses.
14. Direct instruction/modeling of skills and strategies.
15. Time for activating prior knowledge by creating a common base for understanding before beginning a lesson.

Testing/Assessment

The teacher:

1. Conducts assessments to determine student needs and uses the information to drive instructional practice.
2. Creates alternative assessments as needed; varied assessment formats, and assessment types (i.e., oral, performance-based, written, and observational).

Accommodations Related to Specific Needs

Attention:

1. Teach students how to pay attention--be specific (whole body listening).
2. Develop a student/teacher signal to cue attention (for example, "Hands and Eyes")
3. Provide brain breaks as needed (for example, brain breaks including brain gym.)
4. Be tolerant of student movement, standing while working, moving to a different desk, and functional breaks.
5. Allow intentional distractions or something acceptable to do with their hands during instruction times (for example, a squishy fidget or a soft ball.)
6. Provide seating options (for example, sit in a chair or on a cushion during morning meeting.)
7. Use student carrels.
8. Seat with preferential seating away from distractions and near peer models.
9. Remove auditory distractions (for example, use headphones, etc.)
10. Adjust assignments, including homework, to match attention span: break assignments down into manageable steps or reduce the number of items.
11. Give both oral and written directions and ask the student to repeat back directions.
12. Assign one task at a time.
13. Provide a place marker when reading.
14. Use a timer to signal allotted time for specific tasks (for example, use a timer during the Daily 5 rotations).
15. Vary the method of lesson presentation (for example, large group/small group).
16. Change your tone of voice when speaking in order to gain attention (for example, whisper, or use a lower voice and speak to child at his eye level.)
17. Use specific rather than general praise.
18. Provide reinforcers and change the reinforcers to maintain interest.
19. Provide clutter free environment (empty desk, organize the desk with student)
20. Post daily schedule and classroom rules.

Processing:

1. Provide clear directions.
2. Simplify/shorten directions.
3. Give both oral and written directions.
4. Slow rate of presentation.
5. Simplify, rephrase, clarify language.
6. Break down tasks into explicit chunks.
7. Provide sequential directions: first, second, etc. and visual checklists.
8. Ask the child to repeat the directions in order to check for understanding.
9. Model the lesson tasks for the student.
10. Model thinking aloud (for example, model thinking aloud during interactive read aloud, highlighting specific reading strategies.)
11. Relate the information to the student's prior knowledge and build upon previously mastered skills.
12. Provide guided practice.
13. Provide additional small group instruction (for example, Tier II intervention).
14. Schedule frequent, short conferences with the student (check in).
15. Preview, repeat, or re-teach new concepts and vocabulary.
16. Assign tasks at appropriate level (for example higher/lower reading level).
17. Provide the student with graphic organizers.

18. Provide anchor charts/visual aids to help students to recall taught concepts.
19. 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.
20. Provide multi-sensory materials and additional opportunities for hands-on activities.
21. Provide additional drill sessions, skill specific games such as Florida Center for Reading Research activities/ partner math activities.
22. Utilize technology/computer-assisted instruction in order to help retain information.

Behavior:

1. Develop positive relationships with student.
2. Teach social skills.
3. Teach, model, and practice every routine and expectation for behavior.
4. Implement individual behavior plans such as sticker charts, or first/then approach (for example, upon completion of required task, student is allowed a 2-minute break with a favored activity such as an iPad app break).
5. Post a daily agenda highlighting specific activities during an instructional block.
6. Promote parent involvement and communication (for example, communication book or email.)
7. Adult mentor (for example the Big Buddy/Little Buddy program.)
8. Take advantage of individual and small social support groups (for example lunch bunch.)
9. Utilize transition cues.
10. Logical consequences

When needed, the school Adjustment Counselor or the BCBA are available to work with the student/family on a variety of social issues that impact school performance and to provide support to the teacher when managing a student with challenging behaviors. They can work collaboratively with the teacher to develop and implement a behavior management plan.

Fine Motor:

1. Provide pencil grips.
2. Provide slant boards.
3. Vary the working surface: desk to vertical surface, chart paper, SmartBoard.
4. Provide the student with graphic organizers.
5. Decrease written work.
6. Allow the student to dictate written work to demonstrate understanding (including tests and quizzes)
7. Change far point to near point materials for reference (for example, daily schedule or agenda.)
8. Allow student to use the computer for written work.
9. Skip lines when writing on lined paper.
10. Highlight the bottom line ("grass line") to help student determine where the words sit on the paper.
11. Match lined paper to the student's print size.

English Language Learners (ELL)/ Students with Language Deficits

1. Provide frequent opportunities for interaction and discussion between teacher-student and among students.
2. Link academic concepts to students' prior knowledge and experience.
3. Emphasize English vocabulary by teaching vocabulary and content simultaneously.
4. Provide opportunities to practice and apply language and content knowledge in English.
5. Refer to the accommodations listed under processing in this plan.

Home/School Communication

1. Parent conferences
2. Principal/ Teacher webpages
3. Parent Teacher Organization
4. Parent/ Teacher meetings related to specific student needs (as needed)
5. Classroom Newsletters
6. Journals
7. Summer Reading Packet/Program
8. Parent Volunteers
9. Interpretive Services available as needed.

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Grades 3 - 6

Presentation of material-instructional accommodations:

Class instruction, assignments/homework, testing/assessments

Class Instruction:

The teacher provides...

1. A variety of group structures including small group and one to one situations
2. Differentiated instruction to meet the needs of the student in academic areas (i.e. flexible grouping, repeating directions, checking for understanding, etc.)
3. A multisensory (visual, auditory, tactile, kinesthetic) approach when teaching concepts.
4. Flexible grouping to meet the remediation or enrichment needs of the student.
5. Reteaching opportunities for intervention.
6. Extra wait time prior to expecting the student's response.
7. Sufficient amount of time for metacognition (reflection and processing, i.e., 10 minutes of teaching then stop for 2 minutes of processing.)
8. Reading instruction at student's instructional level.
9. Opportunity for cooperative learning in a partner or a small group setting.
10. Concrete examples/models/exemplars of tasks prior to teaching the abstract concept.
11. Checks for understanding of instructions prior to the initiation of tasks.
12. Regular feedback and progress checks to students.
13. Cues to the student prior to calling on him/her to allow him/her to prepare response.
14. Direct instruction/modeling of study skills and thinking aloud.
15. Direct instruction/practice of test taking strategies.
16. Time for activating prior knowledge by creating a common base for understanding before beginning a lesson.

Assignments/homework:

The teacher...

1. Provides extended time to complete classroom assignments.
2. Adjusts assignment lengths to assess for quality of concept attainment rather than quantity of work.
3. Provides access to assistive technology in school for writing assignments.
4. And parents work together to develop a plan for the completion of homework.
5. Provides a variety of manipulatives for the completion of assignments.

Testing/assessments:

The teacher...

1. Conducts assessments frequently to determine the needs of the student and drive instructional decision-making.
2. Creates alternative assessments, as needed
 - a) Varied assessment formats (word banks, fill in the blanks, matching, multiple-choice, and open response)
 - b) Varied assessment types (i.e. oral, performance based, written, curriculum based, project based, portfolio, and observational)
3. Explains rubric or focus area corrections prior to beginning an assignment.

Instructional Support:

1. Therapists in the areas of speech and language, occupational therapy and physical therapy are available to consult and advise on student performance/access in a classroom setting.
2. Title 1 teachers work with classroom teacher in both inclusionary and pullout models to design and deliver instruction to meet the needs of the student.
3. Remedial instruction for students will be arranged, as needed.
4. Small group instructional support will be provided, when needed.
5. Appropriate services for ELL student will be available.

Behavioral Strategies:

1. Develop positive relationships with every student.
2. Employs logical consequences.
3. Teach social skills using a variety of strategies.
4. Teach, model, and practice every routine and expectation for behavior.
5. Post schedules/agenda for consistency.
6. Utilize transition cues.
7. Provide options for work areas.
8. Conduct parent/teacher/student problem solving conference.
9. Implement individual behavior plans/contracts.
10. Take advantage of individual and small group social support groups (i.e. lunch bunch).
11. Use Sensory Diet strategies (i.e. Velcro, stress balls, TheraBand, cushion seat).

A. Environmental Accommodations

Teacher Responsibility:

The teacher will...

1. Monitor the classroom noise level through different modalities.
2. Limit the amount of visual distractions for students.
3. Use models and visual displays for the student's reference.
4. Provide visual schedules or individual checklists to organize the day.
5. Allow quiet work areas in each classroom.
6. Make available a variety of adaptive materials for the student (i.e. pencils in a variety of sizes, pencil grips, and different scissors).
7. Keep important information separated from visual "clutter" when writing information on the board.
8. Use anchor charts for "living documents".

Student Strategies:

The student is provided...

1. Preferential seating (i.e. away from auditory distractions AND/OR close proximity to the teacher's main area of instruction).
2. Extra workspace (i.e. table instead of desk, floor space).
3. Breaks, as needed.
4. The opportunity to work in a manner in which "on task" behavior is optimized (i.e. standing, or other working positions).

B. Time-related Accommodations

The teacher...

1. Provides the opportunity for students to participate in untimed test and assignment situations.
2. Reduces the amount of work and length of tests.
3. Prioritizes assignments and/or steps to completing assignments for the student.
4. Arranges for shorter work periods with breaks or change of tasks.
5. Maintains a consistent routine.
6. Breaks tasks into smaller steps and offers the student timeline guidance for steps rather than presenting the entire task.

C. Material Accommodations/Visual Processing

Visual Motor Integration

The teacher...

1. Reduces the amount of copying from the text and board and provides copies of notes, as needed.
2. Is flexible with expectations for neatness due to visual or fine motor issues.
3. Assists in keeping student's workspace free of irrelevant and/or extraneous distracters.
4. Provides clear and well-defined assignments.
5. Introduces visual tasks with the student to make sure that he/she has a clear understanding of all parts of the assignment.

6. Avoids the amount of visual traffic on a page by blocking (blocking assignments in smaller segments), cutting (cut text into sections), folding (folding assignment into sections) and highlighting, color coding and underlining.
7. Assists with writing by scribing student thoughts.

Language Processing

The teacher...

1. Gives visual representations of directions to supplement verbal directions.
2. Gives directions in clear, concise language that they are sure the student comprehends.
3. Encourages feedback from the student to check for understanding.
4. Familiarizes the student with any new vocabulary prior to the beginning of the lesson.
5. Reduces the amount of extraneous noise in the student's learning environment to optimize language processing.
6. Utilizes visual aids such as charts and graphs.
7. Uses manipulatives / hands-on activities whenever possible.
8. Presents one concept at a time, ensuring each concept is understood as it is presented.
9. Will paraphrase directions for the student.
10. Will allow for wait time prior to the expectation of an answer.
11. Allow the student oral multiple-choice questions along with open ended responses in content areas.
12. Encourages the student to verbalize instructions prior to beginning a task.

Organizational Accommodations

The teacher...

1. Uses assignment schedules and/or picture schedules to structure daily routines.
2. Provides morning and end of the day reminders to students.
3. Performs end of day checks for homework materials and take-home materials.
4. Assists students with organization of materials.
5. Breaks down longer assignments into smaller chunks and increments.
6. Guides the student toward utilizing various strategies to limit the amount of materials and clutter on his/her desk.
7. Models the use of graphic organizers to help student organize thoughts and ideas.
8. Incorporates an established daily routine in the classroom.
9. Sets clear rules and consistently enforces them.
10. Designates a specific place for turning in completed assignments.

SCHOOL RELATED SERVICES

Accommodations through Behavioral Supports

1. The school adjustment counselor is available to work with the student/family on a variety of social issues that impact school performance and to provide support to the teacher when managing a student with challenging behaviors. They can work collaboratively with the teacher to develop and implement a behavior management plan.
2. Staff members, including administrators, develop and implement a variety of positive reinforcement activities and programs to encourage positive individual behaviors.

HOME AND SCHOOL COMMUNICATION

1. Parent conferences
2. Monthly newsletters or updated school website
3. Parent Teacher Organization with monthly meetings
4. Individual meetings as needed (initiated by parent or staff)
5. Parent volunteers
6. Open House Day
7. Back to School Night
8. Interpretative Services available as needed
9. Journals/Communication Logs as needed.