

**Spencer-East Brookfield
Regional School District**



**David Prouty High School
Building Curriculum
Accommodation Plan**

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The David Prouty High School (DPHS) Curriculum Accommodation Plan has been designed to provide guidelines for assisting all students, including those with diverse learning needs, meet Massachusetts and District standards and to demonstrate success on assessments. The fundamental goal of the plan is to provide the regular classroom teacher with the tools needed to analyze and accommodate the diverse learning styles of all children in the classroom. It emphasizes the provision of appropriate services and support within the regular education program. These services include, but are not limited to, direct and systematic instruction 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.

The DPHS curriculum encourages the continual planning, managing, delivery, and evaluation of the instructional process to ensure that the curriculum is effective for every learner. DPHS encourages the use of performance assessments and teacher created assessments to provide evidence of the student's progress through the curriculum. Knowledge of pupil performance on curriculum-based measures is integral in noting gaps in students' skill development and for designing acceleration and remedial interventions.

The DPHS Curriculum Accommodation Plan contains suggestions for the following:

- Classroom Practices
- Assessment Practices
- Implementation Options
- Possible Accommodations in the Classroom

Appendix I -- Instructional Practices that Help All Students Learn

Appendix II -- Accommodations to Try When a Student Struggles

Classroom Practices

Classroom practices include, but are not limited to: time, space, modality, grouping, presentation, classroom organization and behavior management, materials, equipment, technology and environment.

With the needs of all learners in mind, educators need to:

- Promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure. Provide opportunities and environments for meaningful participation of all students in instructional and social activities.
- Adapt physical environments to match the learning needs of students.
- Choose teaching and learning methods that match the learning needs and styles of the student.
- Incorporate direct instruction of how-to-learn skills and thinking skills throughout the curriculum.
- Make sure the language of instruction effectively communicates and promotes student understanding for students with special needs.
- Use methods to promote active learning, including hands-on learning, real-world and experiential learning, community-based learning, and learning involving student choice.
- Use learning materials, equipment, and media tailored to the unique learning needs of students.
- Design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and novel.
- Use varied and flexible grouping strategies for instructional purposes.
- Use flexibility in pacing of instruction, scheduling, and time-usage based on the needs of individual students.
- Communicate and collaborate with other teachers, specialists, students, families, and appropriate agencies in planning and implementing effective instruction.
- Use strategies designed to promote student self-management and independence.
- Provide consistency, structure, and clear expectations.
- Provide appropriate positive learning reinforcement, feedback, and recognition for student accomplishment.

Assessment Practices

Assessment practices include the accommodations and adaptations necessary for all students to adequately demonstrate knowledge and skills.

In assessing the learning of all students, educators need to:

- Allow for a variety of assessments that evaluate what is being taught. This may include:
 - Assessment of daily work
 - Self and peer evaluations, demonstrations and projects
 - Oral tests
 - Cooperative group assessments
 - Portfolios
- Ensure that the language used in assessment is consistent with the language used during instruction and use the student's preferred mode of communication.
 - Student's culture/preferred language
 - Verbal and non-verbal options (e.g., sign language)
- Consider all students when determining the content of the assessment:
 - Identify the skills or content to be assessed and ensure that assessments test only the content taught.
 - Design assessments to determine what the student knows as opposed to what the student does not know
 - Utilize student's prior knowledge to determine instruction and subsequent assessments.
 - Identify individual learning styles and design assessments to elicit a variety of thinking and application skills.
- Design assessment procedures and accommodations to meet individual student needs:
 - Allow extended time.
 - Allow the student to take breaks.
 - Divide assessment into smaller segments.
 - Schedule assessment when student can perform best.
 - Utilize untimed assessments.
- Allow for a variety of assessment environments.
 - Consider student's physical condition, endurance, emotional state, attention span and distractibility, medical condition, etc., at time of assessment.
 - Control for distractions.
 - Use preferential seating.
 - Use real life settings and other alternative environments.
- Consider the evaluation criteria that will be utilized when designing assessments and set the criteria prior to assessment.
 - Make expectations and criteria clear and explicit.
 - Provide family and others the opportunity to assist in determining the realistic expectations and goals for the student and in interpreting assessment results.

Implementation Options

Implementation options are ways of organizing people and materials to supply and deliver educational opportunities, accommodations and supports so that all students are able to be successful learners.

In order to provide all students with adequate opportunities to learn, schools need to:

- Use shared and flexible resources, including personnel, fiscal, facility, program, time, and administrative process to meet students' needs and offer appropriate services by providers with specific expertise.
- Offer curriculum and instruction that is diversified through a variety of modifications using alternative scheduling, accessibility, optimal learning environments, grouping, accommodation of multiple learning styles, setting appropriate expectations, student: teacher ratios, and using a variety of instructional techniques.
- Support collaborative planning with individual students, team members, family members, the community, and other agencies with the management of time and resources.
- Design support services for students that help them with life management including safety, health, wellness, social relationships, and learning.
- Assure that school professionals, families, and students use technology competently to maximize learning.
- Offer support services for students to assist in managing behavior, expressing needs, developing friendships, resolving conflicts, and making choices and planning their lives.
- Assure students the opportunity to plan and prepare for successful life adjustment after high school including career development, community involvement, post-secondary education, recreation and leisure choices, and daily living activities.

APPENDIX I

HIGH SCHOOL INSTRUCTIONAL STRATEGIES THAT SUPPORT ALL LEARNERS

Classroom Environment

- Provide an established daily routine for start of class, transitions, and end of class.
- Provide clear rules that allow all students to learn, and consistently enforce them.
- Designate a “cooling off” location within the classroom. Be mindful of signs of frustration.
- Speak privately to students about inappropriate behavior
- Reduce classroom distractions: clutter, student socialization, technology, etc. as appropriate.
- Vary seating to match instruction. Seat students appropriately for learning success.
- Provide opportunities for movement.
- Give advance warning when a transition is going to take place.
- Use Google Classroom to keep assignments organized for students.
- Help keep students’ work areas organized in both the physical and the virtual classroom.
- Help students create physical and virtual organization systems that match the organization of the course.
- Frequently check the students’ organization systems.
- Keep Google Classroom organized and up to date.

Presentation of Material

- Provide a unit objective and a daily objective in clear language.
- Provide an overview of the lesson before beginning.
- Use concrete examples of concepts before teaching the abstract.
- Highlight important concepts to be learned in text passages.
- Limit the number of concepts presented at one time.
- Monitor comprehension of vocabulary used during instruction.
- Allow students to organize information utilizing graphic organizers.
- Utilize visual aids such as charts and graphs.
- Utilize manipulative, hands-on activities.
- Minimize the amount of copying required of students.
- Give additional, simpler explanations, examples, and modeling.
- Require verbal responses to indicate comprehension.
- Check student notes for accuracy.

Assignments and Assessments

- Consistently follow a specific assignment and assessment routine.
- Give written directions to supplement verbal directions.
- Avoid use of abstract language such as metaphors, idioms, and puns.
- Break assignments into segments.
- Keep written assignments free from extraneous and/or irrelevant content.
- Set time limits for specific task completion within the larger assignment.
- Communicate frequently with parents.

APPENDIX II

HIGH SCHOOL ACCOMMODATIONS TO TRY WHEN A STUDENT STRUGGLES

- Provide models and or copies of filled in notes or graphic organizers.
- Accept key word responses instead of complete sentences.
- Go over task with student and check for individual understanding.
- Have student verbalize instructions before beginning task.
- Contract with student and use rewards for completion of contract.
- Alert student's attention before expressing key points.
- Cue student before asking questions.
- Assign a staff or peer helper to check understanding of directions.
- Assign a staff or peer helper to read important directions and essential information.
- Assign a staff member to record material dictated by the student.
- Provide immediate feedback for attempted work.
- Give a personal cue to begin work.
- Give and check work in smaller units, providing immediate reinforcers and feedback.
- Allow for the oral administration of tests.
- 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.
- Space short work periods with breaks or change of tasks.
- Assign reading material at a lower reading level and monitor comprehension.