

Avon Public Schools

**DISTRICT CURRICULUM
ACCOMMODATION PLAN
2018-2019**

AVON PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN

The Massachusetts General Laws, Chapter 71, Section 38Q1/2, requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers and support staff in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section 59C (Parent Councils), was amended to include involvement of the Parent Councils in development and evaluation of the DCAP.

The Avon Public Schools' DCAP was reviewed and revised over a period of several months. The process of review and revision serves as part of the district's strategic planning process. These revisions are then reviewed by each school's parent council.

The revised DCAP is disseminated and explained to staff in building meetings at the elementary level and through department meetings at the middle/high school level. It is shared with the School Committee as well.

Plans for each of the levels (elementary and middle-high school) include a description of the process for moving from the identification of a concern through communications with parents, staff collaboration, articulation of strategies for accommodation or intervention, and periodic review and evaluation of student progress. Also included for each level is an annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the individual needs of students. As well, there is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate concerns about academic progress as well as strategies and interventions intended to resolve social and behavioral issues.

The DCAP describes both formal and informal routes. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal written plan may result. Existing Response to Intervention Teams (elementary) and Student Success Teams (secondary) have been assigned to meet collaboratively to accomplish the latter task. Again parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is a lack of progress, may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers in Avon are continuously monitoring student progress, looking for opportunities to make accommodations to facilitate learning and fostering understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the needs of every child, whether a struggling learner or one who is exceeding grade level expectations.

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ELEMENTARY CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS

- Small class sizes
- Small group work
- Early literacy activities for identified kindergarten students
- Computers in Grades 2-6 classrooms (2:1 ratio) and iPads in Grades PreK-1 (1:1 ratio)
- Comprehensive Reading Program (Reach for Reading) including literature circles and guided reading groups with leveled texts
- Standardized and other testing data, including DIBELS, NWEA: Measure of Academic Progress (MAP), MCAS analysis and teacher administered assessments – used to assess achievement and to inform instruction
- Title I program in reading
- Response to Intervention team regularly analyze class-level, grade-level, and building-level data in order to plan interventions
- Supportive Math Instruction through comprehensive Eureka Math program
- Directed professional development for professional and paraprofessional staff
- District-wide kindergarten screening
- Curriculum and instructional activities that address varied learning styles
- Emphasis on Differentiated Instruction to meet the needs of all students
- Emphasis on the writing process
- Emphasis on teaching across the curriculum and assisting students in making connections to previous knowledge/experiences

PERSONNEL RESOURCES PROVIDING SPECIFIC CONSULTATION/SUPPORT/INTERVENTION IN THE REGULAR EDUCATION SETTING
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- School Psychologist
Teacher consultation, re. behavior modifications, parent/family consultation, direct service to students (individual or group sessions), teacher training and support
- Reading Specialist
Teacher consultation for curriculum modification, screening and informal assessment, teacher training, direct service to groups or individual students, in-class support.
- Speech/Language Pathologists
Teacher consultation for curriculum modification, screening and informal assessment, teacher training, direct service to groups or individual students, demonstration classes

- OT/PT Specialists
Teacher consultation, classroom observations of students, informal screening
- Nurse
Consultation to staff, communication and consultation with parents, direct service to individual students
- Response to Intervention Team
Meets on a 6-week cycle with grade-level teams to analyze data and plan interventions
- Assistant Principal/Principal
Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy
- Adjustment Counselor
Teacher consultation, re. behavior modifications, parent/family consultation, direct service to students (individual or group sessions), teacher training and support
- Crisis Management Team
Resource for staff, students, and parents, regarding emergency and unique situations
- Districtwide Behavior Specialist
Teacher consultation, re behavior modifications, parent/family consultation, direct service to students (individual or group sessions), teacher training and support

**ACCOMMODATIONS, MODIFICATIONS, AND INTERVENTIONS THAT MAY
BE
PROVIDED FOR REGULAR EDUCATION STUDENTS**

ELEMENTARY

Curriculum/Instruction/Assessment Strategies

Provide multi-modal presentations of materials
Provide targeted interventions as developed by RTI Team
Increase communication with parents
Additional support of classroom aide to assist all students
Utilize assignment books
Reduce length of assignments
Utilize listening centers
Provide counseling services
Utilize differentiated instruction and assignments
Develop alternate assessments
Repeat or reteach concepts
Offer peer tutoring/group activities
Model content area reading strategies
Provide individual help in the classroom
Increase study skills strategies
Utilize transition cues
Utilize technology/computer assisted instruction
Offer oral/untimed testing
Utilize multiple learning style approaches
Model use of graphic organizers
Develop integrated curriculum projects
Utilize direct instruction
Make connections between prior knowledge and new content
Develop peer partnerships across grade levels

Behavior Intervention Strategies

Flexible seating accommodations
Provide on-going positive reinforcement
Develop Behavioral Intervention Plans, BIPs
Conduct Functional Behavioral Assessments, FBAs
Utilize Behavior Management Consultants
Utilize charts and graphs to monitor expectations
Adjust classroom management strategies
Facilitate parent training/support/communication
Consult with School Psychologists
Communicate and implement school wide behavioral expectations (Butler School CARES)
Establish and implement school wide procedures for non-classroom time periods

Organizational Strategies

- Develop flexible/modified schedule
- Utilize flexible grouping
- Explore placement change
- Utilize team teaching
- Utilize a progress reporting system
- Explore cooperative teaching
- Provide extended day program
- Provide opportunities for cross grade student partnerships

Intervention/Remedial/Challenge

- Project-based learning
- Provide test taking strategies and practice
- Develop study skills strategies
- Explore tutoring resources
- Consult with teacher mentors
- Provide after school help
- Explore leveling within a subject
- Utilize buddy reader system

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MIDDLE SCHOOL CURRICULUM ACCOMMODATION

<p>PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS</p>

- Leveled classes in mathematics at grades 7 and 8
- Computer labs (with assigned support staffing)
- MCAS, NWEA: Measure of Academic Progress (MAP) and teacher administered assessments
- After school help in all disciplines
- Weekly progress reports, if necessary
- Directed professional development for professional and paraprofessional staff
- Quarterly progress reports for all students

<p>PERSONNEL RESOURCES PROVIDING CONSULTATION/SUPPORT/INTERVENTION IN THE REGULAR EDUCATION SETTING</p>

- School Psychologist
Teacher consultation, support and training, parent/family consultation
direct service to students (individuals or small groups)
- Guidance Counselor
Liaison between home and school, parent consultation, teacher
support, referrals, file managers
- Districtwide Behavior Specialist
Teacher consultation, re. behavior modifications, parent/family
consultation, direct service to students (individual or group sessions),
teacher training and support
- Administrative Team
Support to teachers on social/behavioral issues, behavioral
interventions with students, scheduling accommodations, articulation
and implementation of vision and principles, supervision and
evaluation of staff, fostering of philosophy of accommodation
- School Nurse
Consultation to parents, students and staff, direct service for individual
students
- Librarian/Media Specialist
Support for student research, consultation with teachers and students
about curriculum resources

- Speech/Language Pathologists
Teacher consultation for curriculum modification, screening and informal assessment, teacher training, direct service to groups or individual students, demonstration classes
- OT/PT Specialists
Teacher consultation, classroom observations of students, informal screening
- Response to Intervention Team
Review of teacher referred cases
- Crisis Management Team
Resource for staff, students, and parents, regarding emergency and unique situations

POSSIBLE CURRICULUM ACCOMMODATIONS

Physical

Arrange preferred seating
Incorporate stress-release activities
Use visual/auditory aids
Experiment with use of space
Consider a better student/teacher match
Remove distractions

Structural

Change levels
Change instructors
Cross grade levels
Develop alternate assignments

Organizational

Experiment with a flexible schedule
Rotate the student's schedule
Include an extended day program
Reduce the student's schedule
Invite parental assistance
Arrange parent workshops
Insist upon frequent progress reports

Remedial

Offer after-school support
Schedule counselor meetings
Improve parental communication
Find a buddy reader
Provide assistance with note taking

Behavioral

Change seats
Utilize charts
Provide a mentor
Refer parents to agency
Provide a set of rewards
Plan parental programs
Adjust classroom management
Use simple corrective measures
Provide on-going positive reinforcement

Instruction/Assessment

Include study skill strategies
Give extended time on tests
Encourage peer tutor
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual clues
Include transition cues
Provide effective study guides
Create flashcards
Break down tasks
Shorten assignments
Arrange small group instruction
Provide individual help within the classroom

Arrange peer tutoring
Utilize study groups

Technology

Incorporate appropriate software
Schedule computer-assisted instruction
Provide calculators
Arrange e-mail communication
Record lessons
Offer research assistance
Take advantage of computer labs
Utilize listening centers

Reduce workload
Make contracts with students
Include tactile activities
Utilize homework logs
Incorporate reading strategies
Provide wait time
Provide reference tools
Use graphic organizers
Teach test-taking strategies and
provide practice

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HIGH SCHOOL CURRICULUM ACCOMMODATION

<p>PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS</p>

- Leveled classes in core subjects at grades 9-12
- Computer labs (with assigned support staffing)
- Elective program for exploration and to meet interest areas
- MCAS prep options
- Virtual High School offerings
- Continuing Education options
- MCAS, NWEA: Measure of Academic Progress (MAP), teacher administered assessments, College Board testing
- Advanced Placement course: Biology, English Literature, Physics, Statistics, English Language and Composition, Calculus,
- Career Planning resources
- Independent study
- Directed professional development for professional and paraprofessional staff
- Honors courses in core academic areas
- After school help in all disciplines
- Dual Enrollment in college courses
- Work/Internship study program

<p>PERSONNEL RESOURCES PROVIDING CONSULTATION/SUPPORT/INTERVENTION IN THE REGULAR EDUCATION SETTING</p>

- School Psychologist
Teacher consultation, support and training, parent/family consultation
direct service to students (individuals or small groups)
- Guidance Counselor
Liaison between home and school, parent consultation, teacher
support, referrals, file managers
- Districtwide Behavior Specialist
Teacher consultation, re. behavior modifications, parent/family
consultation, direct service to students (individual or group sessions),
teacher training and support
- Assistant Principal/Principal
Support to teachers on social/behavioral issues, behavioral
interventions with students, scheduling accommodations, articulation
and modeling of vision and principles, supervision and evaluation of
staff, fostering of accommodation philosophy

- **Speech/Language Pathologists**
Teacher consultation for curriculum modification, screening and informal assessment, teacher training, direct service to groups or individual students, demonstration classes
- **OT/PT Specialists**
Teacher consultation, classroom observations of students, informal screening
- **Response to Intervention Team**
Review of teacher referred cases
- **School Nurse**
Consultation to parents, students and staff, direct service for individual students, health instruction
- **Crisis Management Team**
Resource for staff, students, and parents, regarding emergency and unique situations
- **Librarian/Media Specialist**
Support for student research, teacher and student consultation about curriculum resources

POSSIBLE CURRICULUM ACCOMMODATIONS

Physical

Arrange preferred seating
 Incorporate stress-release activities
 Use visual/auditory aids
 Experiment with use of space
 Consider a better student/teacher match
 Remove distractions

Structural

Develop alternate assignments
 Change levels
 Change instructors

Organizational

Experiment with a flexible schedule
 Rotate the student's schedule
 Include an extended day program

Behavioral

Change seats
 Utilize charts
 Provide a mentor
 Refer parents to agency
 Provide a set of rewards
 Plan parental programs
 Adjust classroom management
 Use simple corrective measures
 Provide on-going positive reinforcement
 Refer to Peer mediation
 Arrange alternative programs

Instruction/Assessment

Give extended time on tests
 Encourage peer tutor
 Allow oral testing
 Provide manipulatives
 Use alternate assessments
 Vary teaching strategies

Reduce the student's schedule
Invite parental assistance
Arrange parent workshops
Frequent progress reports

Remedial

Provide assistance with note taking
Offer after-school support
Schedule counselor meetings
Improve parental communication
Find a buddy reader
Utilize study groups
Arrange peer tutoring

Technology

Incorporate appropriate software
Schedule computer-assisted instruction
Provide calculators
Arrange e-mail communication
Record lessons
Offer research assistance
Take advantage of computer labs
Utilize listening centers

Identify student's learning style
Assign mentors
Provide visual clues
Include transition cues
Utilize homework logs
Provide effective study guides
Create flashcards
Break down tasks
Shorten assignments
Arrange small group instruction
Provide individual help within the classroom
Reduce workload
Incorporate reading strategies
Include tactile activities
Make contracts with students
Provide wait time
Provide reference tools
Use graphic organizers
Teach test-taking strategies and provide practice
Include study skill strategies