

Avon Public Schools

**DISTRICT CURRICULUM  
ACCOMMODATION PLAN  
2017-2018**

## 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 RtI, Response to Intervention Team (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.

## AVON PUBLIC SCHOOLS

### ELEMENTARY CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS
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- Small class sizes
- Small group work
- Early literacy activities for identified kindergarten students
- Computer lab accessibility
- Literature circles and guided reading groups with text to match students' needs
- 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
- Supportive Math Instruction
- 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 through the Calkins Writing Programs
- 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

- Guidance Counselor  
Liaison between home and school, file manager, parent and teacher support and consultation
- Nurse  
Consultation to staff, communication and consultation with parents, direct service to individual students
- Response to Intervention Team  
Review of teacher referred cases
- 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  
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  
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
- Establish a peer tutoring system
- Explore tutoring resources
- Consult with teacher mentors
- Provide after school help
- Explore leveling within a subject
- Utilize buddy reader system

## AVON PUBLIC SCHOOLS

### MIDDLE SCHOOL CURRICULUM ACCOMMODATION

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

## AVON PUBLIC SCHOOLS

### HIGH SCHOOL CURRICULUM ACCOMMODATION

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