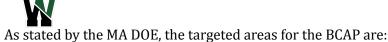# Downey School
BUILDING CURRICULUM ACCOMMODATION PLAN

General Education Student Support Guidelines

District Mission Statement: To prepare students for college, career, and civic life by providing rich and challenging curriculum, high-quality instruction, and authentic educational experiences

District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (DCAP)

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet 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 program 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.

The purpose of this document is to outline some of the ways in which any faculty or staff member can support a struggling student. This plan is intended to support the efforts of educators to provide effective interventions for struggling learners and guides the development of a Building Curriculum Accommodation Plans (BCAP) for Downey School. Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP).

As stated by the MA DOE, the targeted areas for the BCAP are:

1. Strategies to assist regular education classroom teachers to help them analyze and accommodate various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively
2. Support services that are available to students through the regular education program
3. Direct and systematic instruction in reading for all students
4. Teacher mentoring and collaboration
5. Parental/caretaker involvement in their children's education

This Curriculum Accommodation Plan details procedures, programs and support plans already available and implemented with the individual schools of the Westwood Public School District. Principals in consultation with faculty formulated specific Curriculum Accommodation Plans at each school building. As these plans are developed and revised, the information should prove to be helpful to support improved academic achievement for all students.

General Education Curriculum Expectations and Interventions

All students are provided with curricula that are aligned with the Massachusetts Curriculum Frameworks (including the Common Core), and instruction is provided by highly qualified, licensed teachers. Data from common assessments and universal screenings assist teachers in identifying students who may require specific accommodations, and/or additional support services to be successful. General education interventions are provided for any student who is presenting with academic and/or social-behavioral concerns, and progress is monitored on a regular basis during the interventions. The provision of support services continues until the student is making effective progress. If at any time a disability is suspected, the student will be referred for a special education evaluation; however, the general education interventions should continue, since this progress monitoring data becomes part of the evaluation process.

General Education Classroom Accommodations

An accommodation is a change in how a student may access information and demonstrate learning. An accommodation does not substantially change the instructional level, content, or performance criteria. The change is made in order to provide a student with equal access to learning and equal opportunity to demonstrate his/her knowledge. The following list is not a comprehensive list of all classroom accommodations, but a collection of those that are commonly implemented within the classrooms.

The strategies outlined below should be used at the teacher's discretion, possibly in consultation with a coordinator or administrator, but without needing permission or a formal student support plan. These strategies can inform whole-class instruction or may be student-specific when faced with particular challenges. Consider implementing these strategies before or in conjunction with a CST referral.

Recommended Universal Instructional Strategies:

- **Task breakdown**: For complex tasks and/or for longer assignments, the teacher can break the task down into smaller steps, offer guidance for a timeline for completing each step, and/or break down the assignment into more manageable chunks.

- **Checks for understanding:** Teacher checks for understanding of instructions prior to the initiation of tasks (i.e. asking student to reflect back teacher directions) and encourages feedback from the student to check for understanding. Teacher may need to clarify/rephrase/bullet the steps for directions.

- **Cueing:** Teacher provides cues to the student prior to calling on them to allow them to prepare response.

- **Wait time:** Teacher allows for wait time prior to the expectation of an answer.

- **Preferential seating/Specialized seating:**
    - Student is seated in the front, or closest to the point of instruction.
    - Student is seated away from auditory distractions such as doors, windows, vents, etc.
    - Student may stand at desk or try varied working positions to optimize "on-task" behavior.
    - Standing desk, ball chair, cube chair, scoop chair, seat cushion, etc.

- **Assistive technology:** Student utilizes a computer/assistive technology in school (Audiobooks; Word Prediction; Voice to Text; Translation; Slant Board, Timer, Type written assignments as needed, Finger Spacer, Pencil Grip, Reading Tracker, Calculator).

- **Breaks/Access to Sensory tools:** Student has the opportunity to take breaks, as needed. Student has access to sensory tools (fidget bands on chair, noise canceling headphones, weighted item, fidget tools)

- **Communication:** Teacher posts a class schedule or agenda and upcoming assignments, including deadlines.

- **Consultation:** Teacher consults with counseling staff (adjustment counselor, school psychologist.) regarding classroom management.

- **Graphic organizers:** Teacher provides graphic organizers to assist students with classroom tasks, assessments, or note taking. May provide partial notes where students have to fill in minimal information. Teacher may simplify a graphic organizer for a student.

- **Visuals/Auditory/Models**: Teacher provides visual (i.e. strategies to use, steps to take, etc), models or representations of information for students (checklists, recorded directions). Student may require limited information on a page and/or more blank space to show their thinking.

- **Assessment Accommodations:** Student is provided with extended time to complete assessments. Students will be given a privacy folder, an opportunity to work at the back table, and in a few cases may take the assessment outside of the classroom with a specialist.

Below are more individualized instructional strategies teachers may use to maximize student success in general education classrooms. The strategies are broken down by targeting identified skill development in and beyond the general education setting:

To improve student's ability to attend to verbal information:
Shorten length of listening activities
Reduce visual distractions in the room
Provide pictures and/or other visual cues
Write key vocabulary on the board
Provide copies of classroom presentations
Use graphic organizers
Re-direct student as needed when attention wanes
Use a standing desk
Use closed-captioning in remote learning environment

To improve student's work completion:
Use student checklists/work assignment lists
Use a timer
Use a reinforcement system
Break complex, long-term assignment into smaller parts
Provide incremental due dates
Reduce/modify assignment
Simplify worksheets/tasks
Allow for periodic breaks
Reduce number of problems to complete
Send unfinished work home to complete
Give choices of assignments
Provide a set of books for home

To improve management and transitions between activities:
Keep routines structured
Post clear expected rules & behavior
Post the schedule for the day
Provide advance notice for schedule changes
Provide checklist
Implement/class and/or individual behavior plans
Cue student prior to transitions
Provide picture schedules
Allow the student opportunities for movement
Practice transition routines

To improve positive participation skills:
Give specific feedback to student when student was successful
Allow rehearsal opportunities
Implement a written behavior contract with student
Implement regular feedback system between home & school
Provide choices for student
Problem-solve with the student
Connect personally with the student each day
Begin with something positive in all feedback to student/parents

To improve student's ability to attend to important details:
Highlight operational signs/key words and phrases in problems
Reduce the amount of problems on a page
Explain directions and assignments both orally and in writing
Have the student repeat directions
Bold print
Display fewer items on the page

To improve reading comprehension:

Pre-read with the student

Use questions to guide reading; practice ways to generate questions

Practice summarization and elaboration (prediction, prior knowledge)

Have student answer reading questions orally or in writing

Have student list details of reading

Have student illustrate sentences or readings

Provide audio books

Simplify vocabulary

Think aloud (model for students how a reader thinks through a passage)

Place markers within the text for students to stop and check for understanding

To improve mathematics

Read problems aloud

Provide sentence starters for explanations

Create anchor charts of strategies

Provide access to manipulatives

Provide strategic tools (hundreds chart, number lines, multiplication chart, calculator etc)

Use smaller or simpler numbers in problems

Create vocabulary walls or charts

Teach routines for reading problems

Provide more space on page

Fewer problems

To improve written expression:

Allow student to verbalize/visualize thoughts before writing

Provide graphic organizers/simplify graphic organizer

Provide sentence/story starters

Provide word wall

Provide word banks

Provide models/exemplars

Help student get started on written tasks

Use checklist(s) for planning, crafting, and proofing written work

Break up long written assignments into smaller parts

Give student choice(s) about writing topic

Read back pieces to student to see if written work makes sense

Use pencil grips

Use paper with larger spaces

Provide cloze sentences and paragraphs

To improve emotional and behavioral regulation

Access to visual supports (e.g. Feelings scale)

Use of common language/tools

Establish language, non-verbal signal, methods of communication between student and teacher

Opportunities to take brain and body breaks

Time and/or space to de-escalate

Goal setting with timely feedback

Regularly scheduled teacher check-ins

Use of positive reinforcement/behavior support plan

Access to support staff