

GATEWAY REGIONAL SCHOOL DISTRICT DISTRICT CURRICULUM ACCOMMODATION PLAN

Purpose: What is a District Curriculum Accommodation Plan?

The District Curriculum Accommodation Plan is a requirement under M.G.L. 38Q 1/2:

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

Components:

1. Assistance to the general education classroom teacher in analyzing, assessing and accommodating the diverse learning styles of all students
 - Prior to referral of a school age child for evaluation, the principal of the child’s school shall ensure that all efforts have been made to meet such a child’s needs within the general education program. The teacher may complete a Consultation Request form which will initiate a school-based Consultation regarding concerns that a teacher may have regarding a student’s progress in any area. Efforts to meet a child’s needs within the general education classroom are documented with the Consultation Report.
2. Provision of appropriate services and support within the general education program
 - a. Direct and systematic instruction in reading
 - b. Services to address the needs of children whose behaviour may interfere with learning
 - c. Services to address the needs of children who do not qualify for special education services
 - d. Services to address the needs of linguistic minorities
3. Teacher mentoring and collaboration

4. Parental involvement and communication
5. Administrative Consultation

Plan Implementation:

Component	Strategies
<p>1. Assistance to general education classroom teacher</p>	<p>Efforts to ensure that each child's needs are met within the classroom may include but are not limited to:</p> <ul style="list-style-type: none"> ● Accommodations to the child's regular education program including curriculum, teaching strategies, reading instruction, environment, schedule and/or materials. ● Use of support services ● Use of consultative services ● Use of the school-based Consultation team <p>Professional Development and classroom-based supports for teachers:</p> <ul style="list-style-type: none"> ● Curriculum facilitators, department chairs, and team leaders to assist classroom teachers in problem-solving and analyzing student needs and instructional practice. ● Library/Media Specialist and Technology Coordinator provided resources for curriculum and instruction, and collaborate with classroom teachers. ● Guidance and counseling staff provide individual and small group social skills and issue-specific assistance (family/relationship issues, social issues, illness/death, learning style, disability, etc.) ● Guidance provides individual goals and student learning profile through the ILP process ● Grade level and faculty meetings ● New teacher orientation and teacher mentor program
<p>2. Provision of appropriate services and support within the general education program</p>	<p>Direct and systematic instruction in reading:</p> <ul style="list-style-type: none"> ● Regular assessment of reading skills, status K-4 students ● Proper placement for reading instruction individually and in groups ● Use of assessment data to drive instructions ● Increased use of auditory with visual instruction ● Multi-modal strategies ● Instruction in listening comprehension ● Application of Bloom's taxonomy in instruction ● Project-based learning

- Use of appropriate manipulatives
 - Instruction in sentence structure
 - Direct instruction in phonology, phonetics, fluency, and comprehension
 - Use of rubrics for writing evaluation and instruction
 - Visual cuing systems and graphic organizers
 - Peer learning
 - Oral and/or silent reading focus
 - Fluency practice
 - Sequential approach
 - Remedial reading
- Services to address the needs of children whose behavior may interfere with learning:
- Functional behavioral assessments
 - Individual behavior plans
 - Social skill training/groups
 - Conflict resolution practices, school-wide
 - Peer remediation
 - Reduced workload
 - Frequent breaks
 - Project-based instruction/student outcomes
 - Counseling: individual and small groups
 - Individual goal-setting through the ILP process
- Services to address the needs of children who do not qualify for special education services:
- Occupational, physical, and/or speech/language therapy as appropriate
 - Consult by above therapists to general education teachers
 - Support and instruction by reading teachers
 - Individual reading services where available under Reading Recovery
 - Title 1 Reading Support
 - Tutoring
 - Remedial reading
 - Accelerated instruction
 - Use of strategies for understanding and teaching students with different learning styles
 - Analysis of regular assessment to inform instruction

	<ul style="list-style-type: none"> ● Observations of student performance ● Study skills instruction ● Instruction in critical thinking skills ● Strategies to instruct diverse learners ● Differentiated instruction: content, process, product ● Flexible grouping <p>Services for linguistic minority students</p> <ul style="list-style-type: none"> ● Direct ELL services ● Differentiated instruction: content, process, product ● Cultural awareness and impact on learning ● Consultation from the ELL teacher to classroom teachers ● Regular assessment of reading and language skills ● Proper placement for reading instruction individually and in groups ● Use of assessment data to drive instruction and placement ● Increased use of auditory with visual instruction ● Multi-modal strategies ● Instruction in listening comprehension ● Access to teachers trained in SEL (Sheltered English Immersion)
<p>3. <i>Teacher mentoring and collaboration</i></p>	<ul style="list-style-type: none"> ● All new teachers are provided a qualified mentor who has completed the Gateway Regional Mentor Program. ● Grade level teams or departments meet regularly ● Focused professional development & resources shared with teachers: <ul style="list-style-type: none"> <i>Mentor Program</i> <ul style="list-style-type: none"> ○ Joining Levels of Learning and Elements of Curriculum ○ Planning Model for Academic Diversity and Talent Development ○ Differentiated Instruction: <u>Thinking About the Equalizer</u> ○ Elements of Differentiation: <u>Differentiation of Instruction</u> <p>MS/HS</p> <ul style="list-style-type: none"> ○ Webb's <u>Depth of Knowledge Levels</u> ○ Hess's <u>Cognitive Rigor Matrix: Applying Webb's Depth of Knowledge Levels to Bloom's Cognitive Process Dimensions</u> ○ Webb's <u>Depth-of-Knowledge Levels for Four Content Areas</u>

	<ul style="list-style-type: none"> ○ Backwards Design Unit Planning Template ● Study circles/groups/PLCs ● Consultation in-district and out-of-district ● School Councils (school level) ● Learning Lab and Guidance meetings to address student needs/progress ● Teacher collaboration/discussion with specialists, administration, and other school staff <ul style="list-style-type: none"> ○ MS/HS Student Assistance Teams ○ Elementary RTI Teams ○ Weekly Team meetings to discuss students' needs (K-8) ○ 504 meetings ○ IEP Determination and Update meetings
<p><i>4. Parental involvement and communication</i></p>	<ul style="list-style-type: none"> ● School based communications and parent nights (Open Houses, Parent Conferences, step-up/orientation nights) ● Elementary School Red Folders ● Parent education, preschool and literacy K-4 ● Volunteer opportunities K-6 ● Homework, homework calendars, homework sign-off ● Parent Conferences K-12 ● Agenda notebooks ● Websites: teacher, school and district ● Parent trainings SEPAC ● Gateway App with updated notices ● School messenger contact to update families about upcoming events
<p><i>5. Administrative Consultation</i></p>	<ul style="list-style-type: none"> ● Consultation between building principals and pupil services director ● Administrative inclusion in RTI/SAT and grade level meetings ● LTM including building administrators, PSV director and Superintendent

Instructional Support Interventions

Accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Instruction/Assessment Strategies

- Arrange partner or small group instruction
- Develop student academic improvement plans
- Provide cueing and “wait time” or “think time” to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts using multiple approaches
- Preview handouts and activities
- Differentiate instruction and assignments to meet individual needs
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems, including student graphing of own progress
- Progress monitoring at regular intervals with feedback provided to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide developmentally appropriate manipulatives
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, web sites and textbooks for homework support
- Provide study guides
- Provide strategies to parents to support homework completion
- Allow extended time for those tests that determine a student’s knowledge and mastery of content in the subject area
- Encourage the use of word processing for assignments and assessments
- Offer ELL support
- Access to Advanced Placement courses
- Scaffold instruction
- Provide mentor texts and texts at individual student’s reading level

Organization

- Revisit successful study skills habits
- Reinforce transition cues
- Assist with locating and utilizing templates to encourage organization
- Use checklists, teacher check-ins, calendars and project organizers to break down (chunk) long-term assignments
- Encourage calendar/agenda system
- Review course level/placement
- Access to teacher's notes to fill in organizational gaps
- Dedicated time for notebooks, agenda completion and communication with home
- Frequent progress check-ins for work completion
- Choose and use graphic organizers with students
- Folders/portfolios/materials stored in the classroom

Physical

- Preferential seating as needed
- Offer stress-release activities and objects
- Be creative with use of space
- Include movement, stretching and energizers as brain breaks
- Limit/block/remove distractions

Behavioral Intervention Strategies

- Post clear, consistent classroom expectations in view of all students
- Goal-driven guidance-developed Individual Learning Plans
- Arrange seating strategically
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Utilize positive reinforcement and incentivize students demonstrated expected behavior
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include purposeful movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Pre-teach changes in daily/weekly routines
- Utilize "First, Then" statements to provide structure for expectations
- Use predictable verbal redirection (e.g. first warning, second warning, then move seat)

- Avoid power struggles- always give the student an out
- Access to counseling through School Adjustment Counselor and/or School-Based Health Center

Remedial

- Access to the Student Support Room
- Provide individualized support through peer tutoring
- Provide specific, targeted, short-term interventions through the Student Assistance Team (SAT)
- Access to supported sections of core academic classes