Quabbin Regional School District Curriculum Accommodation Plan
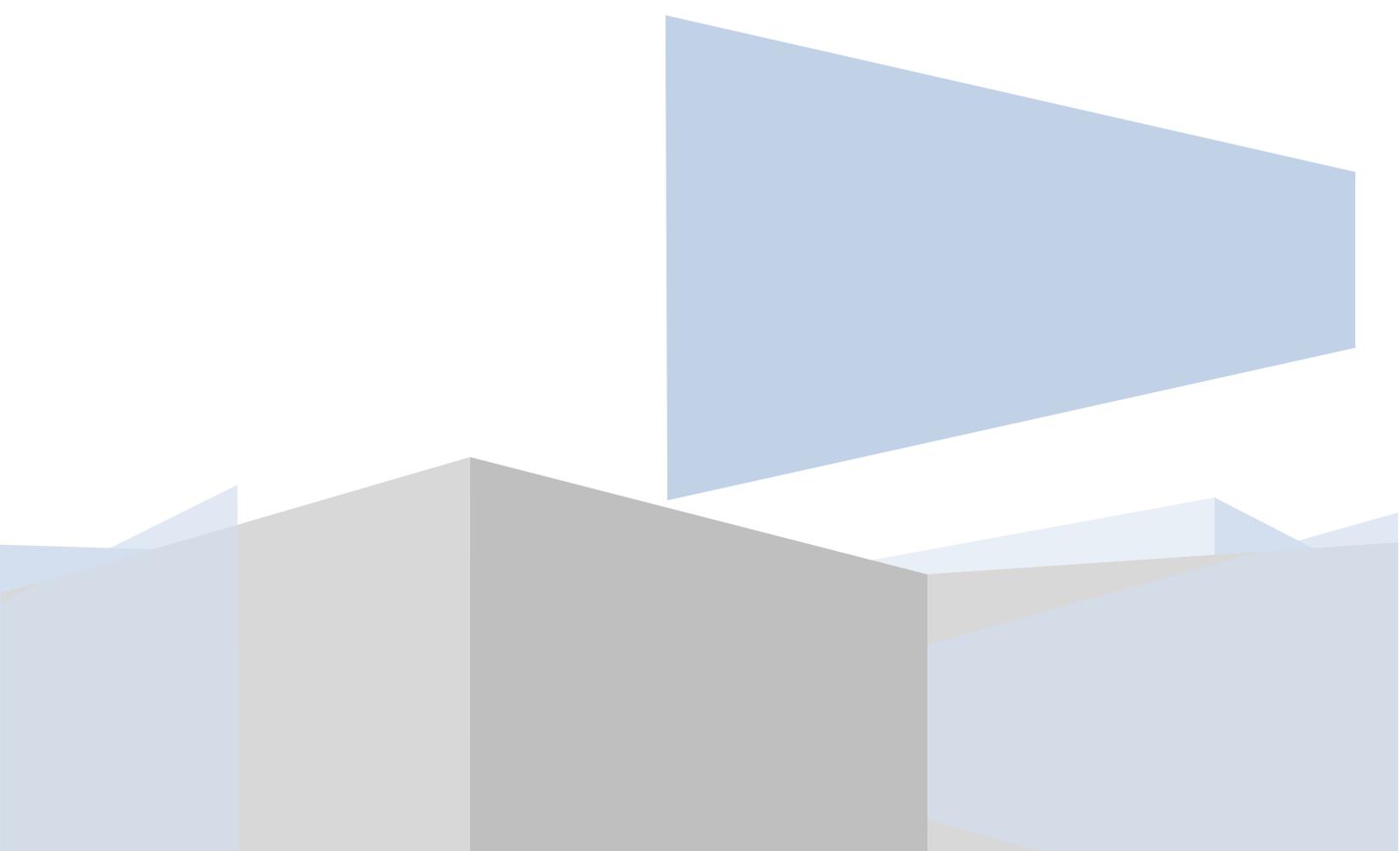
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Introduction

The Quabbin Regional School District believes and expects that all students can learn because expectations play an important role in student success. With high expectations comes respect for different approaches to learning, recognition of cultural and linguistic considerations, and recognition of effects of disabilities and developmental variations.

- Students have different rates and styles of learning.
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development.
- Students differ in their current skill level to work and study independently.
- At various times, students experience different reactions and responses to curriculum and instructional task demands.
- Students require different amounts of supervision and instruction.

Teachers in this district are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster 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 need of every child.

Massachusetts General Laws, Chapter 71, Section 38Q1/2 requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). 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 the development, evaluation and continuing revision of the DCAP. The responsibilities articulated in statute include the requirement that the DCAP address direct and systematic instruction in reading and provision of services to address the needs of students whose behavior may interfere with learning. The DCAP additionally includes provisions encouraging teacher mentoring and collaboration and parental involvement.

This District Curriculum Accommodation Plan (DCAP) emphasizes the way in which the capacity of general education can be maximized to ensure that the students receive the appropriate education. **The plan is intended to guide all district staff in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support instructional staff in analyzing and accommodating the wide range of student learning styles and needs that exist in any school.**

Quabbin Education: A Continuum of Support Services

General education is the door to learning through which all students are expected to enter; the Quabbin Regional District schools take as their primary goal to make the general education environment the appropriate placement for all students. Adaptations to teaching and learning styles and classroom climates can and should be designed and implemented before making an assumption that a student's lack of progress can only be ameliorated by special education. Appropriate instructional support intervention strategies must be implemented, documented, and analyzed for all students. . Working together, all educators provide professional support to each other to address student learning. Schools in the Quabbin Regional School District provide a rich curriculum, which utilizes instructional practices and varied programs of services geared to individual needs.

To help meet the needs of diverse learners in the general education environment, the QRSD Curriculum Accommodation Plan provides for the following:
- A clear definition of best practices in the general education classroom for elementary, middle and high school classrooms
- A clear list of resources that are available to all students when their needs call for them
- A specific process for determining the needs of students that is consistent across elementary, middle, and high school levels
- The use of standardized and local, formative and benchmark data as one measure of student learning and indicator of student needs
- Multiple instructional support strategies for each level
- Strategies to address challenges related to coming to school ready to learn

Best Practices

Instructional support practices aimed at assisting all learners to achieve the learning standards contained in the Massachusetts Curriculum Frameworks include (but are not limited to):

Curriculum and Materials	• having available a wide variety of curricular and instructional materials including technology and taped/large print books
	• developmentally appropriate, culturally and linguistically sensitive materials
	• providing the student with choices in assigned reading materials
Classroom and Climate	• using contracts, e.g., student/teacher, behavioral providing a clear set of routines for class activities
	• allowing additional time for the completion of tasks, when appropriate
	• providing strategic seating or other room design adaptations
	• arranging physical space/materials to minimize disruptive movement
	• create a positive environment that promotes student effort as the key to achievement

Instruction and Learning	- clear learning objectives
	- active and varied learning activities across subject areas
	- providing both oral and visual directions for assignments, along with visual, auditory, and tactile prompts
	- using a variety of teaching approaches, including teacher-directed instruction and practice, group discussion, problem solving, cooperative learning, and research projects
	- using techniques to support the cognitive context for learning, brain based methods that support all learners including: making the learning expectations clear, daily agendas, activators, summarizers, "Do Nows," making connections to prior learning, making connections to real life, connecting the homework to the work done in class
	- using a variety of formal and informal assessment procedures
	- providing immediate and specific feedback about student performance
	- providing positive reinforcement and clear formative feedback of desired student behaviors
	- co-teaching and team teaching
	- homework assignments that further student learning and reinforce it

Data Gathering in General Education

Critical to the process of offering effective instructional support is the gathering of information about the learning environment, instructional practices and the individual student. Data collection prior to making adaptations to the general education program might include analysis of performance on local benchmarking assessments, classroom curriculum tasks and materials, examples of oral and written directions for tasks, observation of classroom activities, performance on the Massachusetts Comprehensive Assessment System (MCAS) and consultation with teachers and other professionals. Data about the student prior to making adaptations include: information about the student's cultural and linguistic background, areas of competence, areas of need, guidance files, examples of classroom written work, and ongoing communication with student and family members.

The Instructional Support Intervention Process

A strong instructional support intervention system enables school practitioners to identify which aspects of the student's educational environment must be changed to ensure learning in general education. Table 1 provides an outline of the support process in the general education classroom. Table 2 provides an outline of the Student Support Team process, again as utilized in the general education setting. Lastly, Table 3 provides a list of possible assessment directions to assist in determining appropriate instructional support services. The instructional support system should consist of ongoing systemic efforts to accommodate all students' learning needs within the general education classroom.
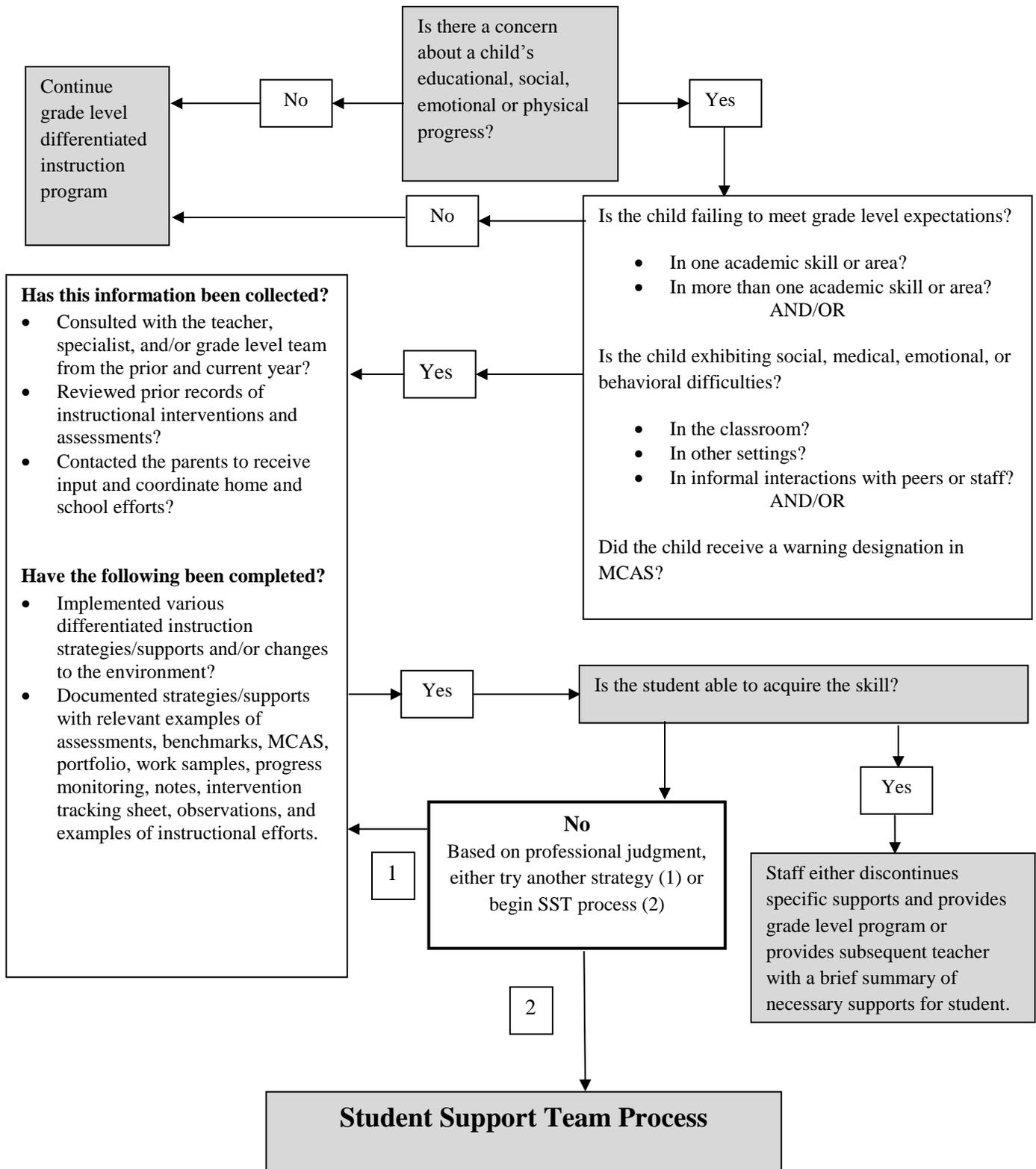
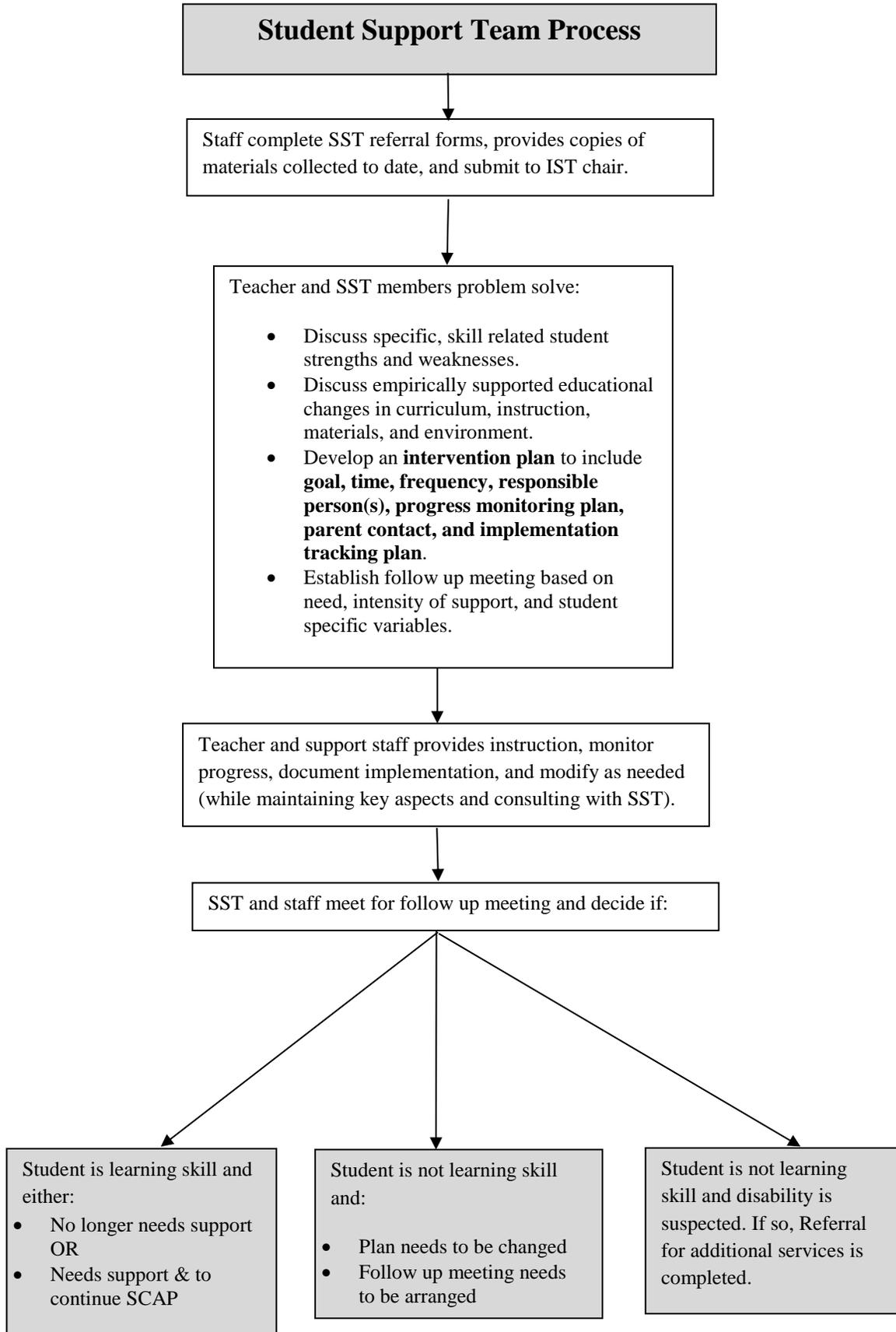TABLE 1: Instructional Support Flow Chart

Is there a concern about a child's educational, social, emotional or physical progress?

No → Continue grade level differentiated instruction program

Yes ↓

Is the child failing to meet grade level expectations?

- In one academic skill or area?
- In more than one academic skill or area?
  AND/OR

Is the child exhibiting social, medical, emotional, or behavioral difficulties?

- In the classroom?
- In other settings?
- In informal interactions with peers or staff?
  AND/OR

Did the child receive a warning designation in MCAS?

No → Continue grade level differentiated instruction program

Yes →

Has this information been collected?
- Consulted with the teacher, specialist, and/or grade level team from the prior and current year?
- Reviewed prior records of instructional interventions and assessments?
- Contacted the parents to receive input and coordinate home and school efforts?

Have the following been completed?
- Implemented various differentiated instruction strategies/supports and/or changes to the environment?
- Documented strategies/supports with relevant examples of assessments, benchmarks, MCAS, portfolio, work samples, progress monitoring, notes, intervention tracking sheet, observations, and examples of instructional efforts.

Yes → Is the student able to acquire the skill?

No
Based on professional judgment, either try another strategy (1) or begin SST process (2)

1

Yes ↓

Staff either discontinues specific supports and provides grade level program or provides subsequent teacher with a brief summary of necessary supports for student.

2 ↓

Student Support Team Process

TABLE 2: Student Support Team Process

Student Support Team Process

Staff complete SST referral forms, provides copies of materials collected to date, and submit to IST chair.

Teacher and SST members problem solve:

- Discuss specific, skill related student strengths and weaknesses.
- Discuss empirically supported educational changes in curriculum, instruction, materials, and environment.
- Develop an **intervention plan** to include **goal, time, frequency, responsible person(s), progress monitoring plan, parent contact, and implementation tracking plan**.
- Establish follow up meeting based on need, intensity of support, and student specific variables.

Teacher and support staff provides instruction, monitor progress, document implementation, and modify as needed (while maintaining key aspects and consulting with SST).

SST and staff meet for follow up meeting and decide if:

Student is learning skill and either:
- No longer needs support OR
- Needs support & to continue SCAP

Student is not learning skill and:

- Plan needs to be changed
- Follow up meeting needs to be arranged

Student is not learning skill and disability is suspected. If so, Referral for additional services is completed.

TABLE 3: Questions That May Help Guide the Assessment of Student Instructional Needs

Questions	Assessment Strategies
How does the student perform within/outside of the classroom and in structured and unstructured activities? • mastery of basic academic and social skills • functioning in small group/whole class activities • peer relations and teacher/adult relations • strengths/weaknesses	• MCAS analysis • Benchmark assessment analysis • Systematic observation of student • Student work products • Teacher reports • Anecdotal records • Curriculum-based assessment • Interview with the student and family
Are there gaps in the student's school history? Frequent changes in schools? Erratic school attendance?	• Review of the school history/record • Family interview
Is the student from a linguistically or culturally different background? • proficiency in oral/written tasks in English and the primary language of the home • understands directions in English • primary language of casual conversation • experience with different types of learning tasks • child and parent attitude toward primary language • student comfort with school culture	• MELA-O and MEPA assessments • Language assessment by assessor fluent in student's primary language • English proficiency assessment • Family interview/home visit • Interview with student • Student work products • Classroom observation • Teacher reports • Diagnostic teaching
Are outside factors influencing student's performance? • family trauma/crisis • physical care • involvement of outside agencies • employment	• Family interview/home visit • Interview with student • Interview with others with assessment information
What types of effective teaching strategies are used in the classroom? • clear teacher expectations • opportunities for multisensory input/output • a range of instructional materials offered • effective behavior management • teaching style matched to student need • prompt teacher feedback • ongoing assessment • uses assessment to guide instruction	• Systematic observation of settings in which the student has difficulty and success • Student work products • Anecdotal records • Teacher reports • Curriculum-based assessment • Formal/informal test results • Consultation with parents on effective ways to learn or demonstrate learning
Is the curriculum broad enough to meet the needs of diverse learners? • developmentally appropriate • accommodates learner diversity • experientially based	• Systematic observation • Teacher reports • Curriculum-based assessment • Formal/informal test results
Do school conditions provide the learner with needed resources and supports? • availability of support services • up to date instructional materials • availability of instructional technology	• Systematic observation of the school environment • Review of instructional materials • Student work products

Involvement of Parents in the Process
Instructional support is most effective when parents are involved. Parental input is valuable when gathering information about the student. Parental support and reinforcement of instructional strategies in the home environment increases the effectiveness of any instructional support.

Professional Development for Staff
Changes in the certification and recertification requirements and in the requirements for the district professional development plan require that all educators, both special educators and general educators and paraprofessionals, receive training to build capacity for a more responsive general education program. The required training emphasizes analyzing and accommodating diverse learning needs of all students and methods of collaboration among teachers, paraprofessionals, and other staff to enhance the ability to be responsive to all students in the general education classroom.

The preceding Introduction is adapted in part from the DESE Technical Assistance Guide: *Is Special Education the Right Service?* March 2001.

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*Note: The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.

District Resource Overview

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Quabbin District Personnel Resources

Provides Specific Consulting/Support/Intervention in the General Education Setting

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Academic Coaches

The district employs a Math and an ELA coach to work in grades kindergarten to eighth. The coaches assist teachers/staff with curriculum implementation, data analysis and use, interventions, and accommodations for students. They also demonstrate and co-teach classes.

Adaptive Physical Education

Physical Education teachers are trained to provide Adaptive Physical Education services as needed.

Additional Counseling Services

Additional counseling services are provided within the school setting through a contract with an outside agency.

Assistive Technology

Assistive Technology services and evaluations are provided through contracts with outside agencies.

Behavior Support

The district employs a Board Certified Behavior Analyst and a Clinical Coordinator. They provide consultation and support across the district, within each school, and to the Therapeutic Programs. These individuals provide behavior consultation and behavioral assessments (Functional Behavior Assessments - FBA's).

District Autism Supports

Autism Supports are provided through collaboration with outside agencies.

District Psychologists

Psychologists are responsible for achievement, psychological, behavioral, and cognitive testing for special education referrals and re-evaluations. They attend team meetings and share assessment results with parents. In addition, they may have a counseling caseload of students, provide assessments for students attending out of district schools, and provide consultation to parents, teachers, and other staff.

High School and Middle School Adjustment Counselor

The Middle-High School Adjustment Counselor is responsible for bridging the gap between home and school, consultation to staff, individual counseling, and facilitating social skills groups.

District Title I Tutors

The school district employs several tutors that work within the buildings with the Title One Program to provide support to students in reading and in mathematics.

District Tutors/Home Hospital Tutoring

When the school district must provide an education to students outside of the regular school building, tutors are needed to provide instructional assistance at the student's home or at a public site (i.e., the local public library). When this service is required building principals and or the guidance department will select a tutor that best matches the needs of the situation.

Extended Day Service Providers

The district may contract with non-district employees to provide extended day services to students.

Guidance Counselors

There is at least one guidance counselor housed in each school. Guidance counselors act as liaisons between home and school, provide parent and teacher support, consultation, and training. They can chair student support team meetings and special education team meetings. In addition, at the High School level, they support students in post-secondary and internship planning.

Media Specialists/Library Support Staff

There are media specialists or library support staff persons in each school building. They consult with teachers regarding resources, provide computer class instruction, and provide resources for student enrichment and research.

Nurses

There are nurses in each building. They provide consultation to staff, communication and consultation with parents, direct service to individual students and staff, as well as vision and hearing screenings. The nurse serves on the student support team as necessary and can attend team meetings for students who require health care plans.

Occupational Therapists/COTAs

The district employs an occupational therapist and contracts for additional services. They are responsible for delivering occupational therapy services and consultation to staff as necessary. They complete occupational therapy evaluations and progress reports on their students. The district also contracts for several certified occupational therapist assistants (COTA's) who are directly supervised by the occupational therapists from the contracting agency.

Paraprofessionals

The district employs many paraprofessionals who assist our students. Some are assigned to specific students and some are instructional assistants. They are directed by the teaching staff.

Physical Therapists

The district contracts for physical therapy services through an outside agency.

Principal and Assistant Principal

The principal articulates and models the vision and principles of the school district. In each building, they are responsible for supervising and evaluating the staff, fostering the accommodation philosophy, facilitating staffing patterns, and collaborating and communicating with the community. They provide educational leadership within each school.

Speech/Language Pathologists

The district employs four speech/language pathologists. Some are housed in buildings and some travel to more than one building. They are responsible for delivering speech services and consultation to staff as necessary. They complete speech/language evaluations and progress reports on their students.

Student Support Team

The student support team collaborates with staff, administration, and parents to support the learning, social development, and behavioral growth of all students. Their primary role is to support staff in enhancing services for students and families.

Support of English Language Learners

English Language Learners are supported as they acquire the English Language in English Language Development (ELD) classes and in Sheltered Content Immersion (SEI) classes depending upon their needs.

Team Chairpersons

The district employs team chairpersons to coordinate and facilitate mandated special education services and procedures. They foster collaboration and communication between parents, students, and staff regarding student assessment and programming. They assist with understanding the district inclusion philosophy and meeting student needs within the general education setting.

District Student and Program Supports by Grade Level

Pre-K-12

- ☐ Guidance
- ☐ 504 Plans
- ☐ Related services (occupational therapy, speech therapy)
- ☐ English Language Development Instruction (ELE)
- ☐ Curriculum Based Measurement
- ☐ Bully Prevention Programs
- ☐ Flexible grouping
- ☐ Technology/assistive technology
- ☐ Multiple entry points to frameworks curriculum
- ☐ Student Support Team process
- ☐ Behavioral Consultation

Pre-K	K-6	7-8	9-12
☐ Consultation to pre-school programs ☐ Screenings ☐ Reading Street Benchmark Tests ☐ Teacher Assistants ☐ Assistive Technology	☐ Behavioral specialist ☐ Reading Coach ☐ Math Coach ☐ Guidance program ☐ Title I tutors ☐ MCAS prep (3-6) ☐ Individual Student Success Plan (ISSP) (4-6) ☐ Social Emotional Learning Curriculum	☐ Reading coach ☐ Math coach ☐ Counseling (ind./group) ☐ Individual Student Success Plan (ISSP) ☐ Advisory program ☐ Tutorial Program ☐ Numeracy Program ☐ Literacy Program ☐ Multi-Tier Course Offerings ☐ All-Stars Program ☐ Shine Program	☐ In-School MCAS remediation ☐ Summer MCAS Remedial Program ☐ Reduced schedule/level changes (modified schedule) ☐ Peer tutoring / Link Crew ☐ Link Crew / Mentoring ☐ Counseling (ind/group) ☐ Drop Out Prevention / Recovery Program ☐ Dual Enrollment Program ☐ Multi-Tier Course Offerings ☐ Work Study Program ☐ Internship Program ☐ Virtual High School ☐ Gay-Straight Alliance ☐ Advisories ☐ Credit Recovery ☐ Educational Proficiency Plan (EPP)

Professional Development/Resources for Pre-K-12 Staff

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_ Induction/Mentor program for new teachers _ Contractual course reimbursement _ Training in special topics relevant to identified student needs _ Summer curriculum work _ Summer committee work _ Study groups	_ Technology training _ Sabbatical opportunities _ New program adoption training _ French River Educational Collaborative affiliation _ Attendance at workshops and conferences _ Literacy and mathematics coaches

Encouragement of Parental Involvement

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☐ School Advisory Councils
☐ K – 6 School Based Parent Organizations
☐ System-wide Special Education Parent Advisory Council (SEPAC)
☐ Call One Information System
☐ Parent information nights (orientations) – School transition meetings
☐ Parent education opportunities – Newsletters/school and classroom
☐ Web site
☐ Title I
☐ Parent meetings
☐ Class Expectations Handouts
☐ College Preparation Workshops at High School
☐ Teacher Web Sites
☐ Progress Reports
☐ Awards Nights
☐ Coffee with the Principals, Volunteer Brunches, Student Exhibitions

Student Curriculum Accommodation Plan (SCAP) - Pre-K-6

Student Name: Grade: School:

Assessment
- ☐ Allow extra time if needed
- ☐ Provide alternate forms of assessment (ex. Oral project based, performance based)
- ☐ Provide reference tools
- ☐ Teach test-taking strategies and study skills
- ☐ Use alternate setting for assessments

Assistive Technology
- ☐ Allow access to computer labs
- ☐ Allow access to low assistive technology tools (ex. Line markers, highlighter, whisper phones, alternate lined paper, slant boards, alternate pencil grips)
- ☐ Incorporate appropriate software
- ☐ Offer research assistance
- ☐ Provide calculators
- ☐ Tape record lessons
- ☐ Use of alphasmarts/word processing software, computational aides
- ☐ Use of books on tape
- ☐ Utilize listening centers

Behavioral/Social Emotional
- ☐ Access to the guidance counselor
- ☐ Access to Board Certified Behavior Analyst
- ☐ Access to social skills group (ex. Lunch bunch groups, friendship groups etc.)
- ☐ Allow opportunity for an emotional break (ex. "break chair")
- ☐ Create clear, consistent limits for behavioral expectations
- ☐ Provide whole class and individual behavioral plans (ex. Positive reinforcement, rewards and incentives, contracts etc.)
- ☐ Teach self-monitoring techniques
- ☐ Use of transitional cues

Health/Medical:
(Used in the event of temporary health or medical issues and/or when a 504 is not necessary)
- ☐ Access to nurse's office and bathroom
- ☐ Clearance to leave class 2-3 minutes early
- ☐ Extra chair/pillow to elevate extremities
- ☐ Permission to carry water bottle
- ☐ Preferred seating
- ☐ Providing 2nd set of books
- ☐ Storing and allowing snacks
- ☐ Student Escort
- ☐ Use of Elevator
- ☐ Wearing hat or scarf

Instructional
- ☐ Allow buddy checks
- ☐ Change of worksheet format
- ☐ Highlight visually and orally critical material
- ☐ Identify students' learning styles
- ☐ Provide choice of activities based on learning styles
- ☐ Provide copies of notes
- ☐ Provide copies of partial notes with fill–ins
- ☐ Provide effective study guides
- ☐ Provide mnemonic devices
- ☐ Provide opportunities to dictate to teacher or recorder/scribe
- ☐ Provide reference guides (ex. Word walls, charts etc.)
- ☐ Provide wait time
- ☐ Share and review exemplars/rubrics
- ☐ Use of graphic organizers and templates

Organizational
- ☐ Allow additional time for organization/packing
- ☐ Allow opportunity for various organizational structures (ex. Magazine bin, folders for each subject, binder)
- ☐ Break tasks into smaller chunks
- ☐ Provide homework/assignment agenda book and/or logs
- ☐ Provide organizational strategies (ex. Timers, verbal, and/or visual cues, transition cues)
- ☐ Provide visual schedules
- ☐ Use of checklists/cues
- ☐ Use of daily agendas on board

Physical/Structural
- ☐ Allow for sensory/movement breaks
- ☐ Allow for various learning positions (ex. Standing to do work instead of sitting, focus ball seat, wiggle cushion etc.)
- ☐ Define work and play areas in classroom (ex. Study carrels, rest areas etc.)
- ☐ Provide strategic seating
- ☐ Provide stress-release activities
- ☐ Reduce/minimize distractions
- ☐ Use of physical/auditory aids
- ☐ Use study corral
- ☐ Use of various pencil grips and writing utensils

Please check off those accommodations that you have determined are <u>necessary</u> for the student to <u>access</u> general education instruction.

Staff Signature: _____   Date: _____

Student Curriculum Accommodation Plan (SCAP) - Middle School 7-8

Student Name: _____   Grade: _____

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Assessment

- ☐ Allow limited oral testing
- ☐ Extended time
- ☐ Provide alternate forms of assessments, e.g., oral, project based, performance based
- ☐ Provide varied assignments
- ☐ Teach test taking strategies
- ☐ Use of alternate setting for assessments

Behavioral/Social/Emotional

- ☐ Cue student for change of behavior
- ☐ Develop strategies for behavior modification, e.g., charts, contracts, check lists, behavior plans incentives, rewards
- ☐ Establish clear routines/expectations
- ☐ Use transition cues prior to any changes in established routines
- ☐ Use diverse classroom management strategies
- ☐ Provide breaks as needed
- ☐ Set clearly defined standards
- ☐ Access to professional personnel, i.e., counselor, nurse, etc. (see attached list of resources)

Health/Medical:
(Used in the event of temporary health or medical issues and/or when a 504 is not necessary)

- ☐ Access to nurse's office and bathroom
- ☐ Clearance to leave class 2-3 minutes early
- ☐ Extra chair/pillow to elevate extremities
- ☐ Permission to carry water bottle
- ☐ Preferred seating
- ☐ Providing 2nd set of books
- ☐ Storing and allowing snacks
- ☐ Student Escort
- ☐ Use of Elevator
- ☐ Wearing hat or scarf

Please check off those accommodations that you have determined are <u>necessary</u> for the student to <u>access</u> general education instruction.

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Instructional/Assistive Technology

- ☐ Accept computer-processed or typed assignments
- ☐ Assistive technology e.g., word processor, alphasmarts, software
- ☐ Books on tape
- ☐ Emphasize points within written text/material
- ☐ Include study skill strategies
- ☐ Incorporate reading strategies
- ☐ Models or examples of end products
- ☐ Offer before or after school support
- ☐ Offer calculators when appropriate
- ☐ Offer the use of graphic organizers
- ☐ Provide assistance & direction with work
- ☐ Provide copy of class notes
- ☐ Provide copy of projected material
- ☐ Provide enlarged copies of handouts
- ☐ Provide manipulatives
- ☐ Provide study guides
- ☐ Provide visual and transition cues
- ☐ Provide wait time
- ☐ Vary teaching strategies

Organizational

- ☐ Design long term assignment timelines
- ☐ Establish clear routines
- ☐ Use cognitive context strategies: essential questions & mastery objectives, activators & summarizers
- ☐ Use time management tools, e.g., daily planner, assignment sheet, calendar, timers and agendas

Physical/Structural

- ☐ Allow alternate workspace, such as study carrel or dividers
- ☐ Allow for movement & sensory breaks
- ☐ Experiment with use of space
- ☐ Limit distractions (auditory & visual)
- ☐ Offer flexible student groupings
- ☐ Provide strategic seating
- ☐ Use visual, auditory & transitional aides
- ☐ Use transition cues prior to changes in physical space

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Staff Signature: _____   Date: _____

Student Curriculum Accommodation Plan (SCAP) - High School 9-12

Student Name: _____ Grade: _____

Assessment:
- ☐ Allow students to elaborate orally on tests and quizzes
- ☐ Provide an alternate setting when needed
- ☐ Provide extended time
- ☐ Teach test taking strategies
- ☐ Track progress of student's goals
- ☐ Use multiple formative assessments that lead toward summative assessments
- ☐ Use a variety of assessments (collaborative, independent, objective, authentic, etc.)

Behavioral/Social/Emotional:
- ☐ Access school specialists (counselor, nurse, admin, social worker; psychologists) when needed
- ☐ Complete weekly progress reports
- ☐ Meet with admin, teacher, guidance to discuss strategies
- ☐ Provide escorts /virtual escorts
- ☐ Schedule daily check-in
- ☐ Set goals
- ☐ Use effective classroom management strategies (verbal and non-verbal cueing), …
- ☐ Use routines – class rules; expectations (to parents and kids) consistency

Communication:
- ☐ Communicate expectations/syllabi to parents and students
- ☐ Complete weekly progress reports
- ☐ Discuss concerns with guidance counselors and administrators
- ☐ Maintain teacher web sites with up-to-date information
- ☐ Phone calls to parents
- ☐ Schedule a daily check – in

Health/Medical:
(Used in the event of temporary health or medical issues and/or when a 504 is not necessary)
- ☐ Access to nurse's office and bathroom
- ☐ Clearance to leave class 2-3 minutes early
- ☐ Extra chair/pillow to elevate extremities
- ☐ Parking close to building – HS only
- ☐ Permission to carry water bottle
- ☐ Preferred seating
- ☐ Providing 2nd set of books
- ☐ Storing and allowing snacks
- ☐ Student Escort
- ☐ Use of Elevator
- ☐ Wearing hat or scarf

Instructional:
- ☐ Build on prior knowledge
- ☐ Checklists for long-term assignments
- ☐ Graphic organizers
- ☐ Notes – power point, skeleton format or guided notes

Instructional: (Cont'd)
- ☐ Offer after school support
- ☐ Provide exemplars & rubrics for projects, essays, lab reports etc.
- ☐ Provide manipulatives
- ☐ Provide rubrics for assignments
- ☐ Provide study guides
- ☐ Teach study skill strategies
- ☐ Teacher Web sites list homework and long-term assignments with due dates, and dates for quizzes, tests and exams
- ☐ Use of collaborative opportunities (structured group work)
- ☐ Use of a variety of instructional techniques (questioning style, wait time, randomized student selection, advanced notice)
- ☐ Use technology resources (Eno boards, smart boards and laptop carts)
- ☐ Use the library for research
- ☐ Vary teaching strategies (student-centered v. teacher-centered, inquiry-based, constructivist and reflective approaches)

Organizational:
- ☐ Clearly post (in student friendly language) and refer to a detailed agenda, homework assignment, essential questions and mastery objectives
- ☐ Establish clear classroom routines
- ☐ Maintain up-to-date teacher Web sites
- ☐ Monitor student use of an agenda book
- ☐ Provide teacher notes - how to write notes
- ☐ Use activators, transition activities and summarizers
- ☐ Use graphic organizers

Physical/Structural:
- ☐ Limit distractions
- ☐ Movement during 87 min class – transitions (2-3/lesson)
- ☐ Offer flexible grouping
- ☐ Organize room – grouping; variety of settings; tables v. desks
- ☐ Provide strategic seating
- ☐ Use visual, auditory and transitional aides
- ☐ Visual aides – white boards, smart boards

(Only after a meeting with administration and building specialists)
- ☐ Alpha smart
- ☐ Books on tape, CD ROM, mp3 format
- ☐ Calculators where appropriate
- ☐ Carbon notebooks
- ☐ CD ROM assistive software
- ☐ Color overlays i.e.: screens
- ☐ Graphic organizers
- ☐ Hearing aid tool (FM trainers)
- ☐ Magnifiers
- ☐ Optilec
- ☐ Scanner
- ☐ Scribes
- ☐ Slantboards
- ☐ Visual aids
- ☐ Whiteboards with contrasting markers

Staff Signature: _____ Date: _____

Glossary of Terms:

Accommodation: An accommodation is an adjustment to instruction or the environment that allows the student to access the curriculum as delivered in the general education environment. The assumption is that the student can participate in the general education curriculum with these adjustments to allow him or her to access the instruction.

Strategy: A strategy is a way of providing instruction and support used for any student as part of the general education program. A strategy is assumed to be available to all students as part of the process of presenting instruction that meets the varying needs of students within the classroom. It is the various instructional approaches used by all educators to support all students in the classroom.

Modification: A modification is a change in the instruction or environment that will allow a student who otherwise could not participate in the classroom to access the curriculum. The assumption is that the student's educational needs are such that he or she can not access the curriculum without individualized, substantial changes in the instruction, expectations, or environment.