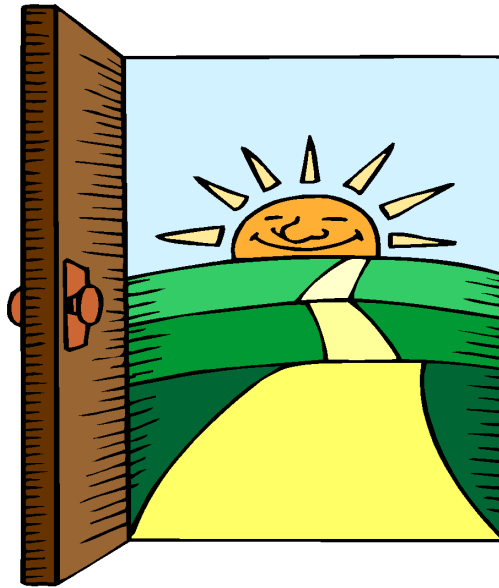


MILLIS
PUBLIC SCHOOLS



***DISTRICT Curriculum
Accommodation Plan***

Guidance for Teachers, Specialists, Principals, Paraprofessionals and Parents
**DISTRICT CURRICULUM ACCOMMODATION PLAN FOR MEETING
INDIVIDUAL STUDENT NEEDS**

April 2018

BEST PRACTICES MANUAL

INTRODUCTION

Massachusetts Education law (Section 38Q1/2) requires that all school districts develop a Curriculum Accommodation Plan. The purpose of the Curriculum Accommodation Plan is to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. This is a systemic plan that is adopted by the district, and although it does not require individual written plans, the intent is to increase the general education capacity to meet the individual needs of diverse student learners.

CURRICULUM ACCOMMODATION PLAN

The curriculum accommodation plan attached was developed to provide guidelines for helping all Millis Public School students meet Massachusetts's standards and demonstrate success on assessments.

The Millis School District has implemented this curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan is designed to assist regular classroom teachers 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Additionally, the student study teams, including the school principal/designee meet regularly and assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required.

The Curriculum Accommodation Plan (CAP) should be integrated into existing district wide improvement processes. This includes the following:

Documents

1. Staff Evaluation Instruments
2. Individual School Improvement Plans
3. District Curriculum Guides
4. State Frameworks
5. District Strategic Plan
6. District MCAS Improvement Plan

Curriculum

1. Program of Studies
2. Early Childhood Program
3. Chapter I
4. Remedial and Support Services
5. After school Services
6. Technology Integration
7. Web Curriculum

Academic Services

1. Student Success Plans
2. Special Education Service
3. Pre-referral Process
4. 504 Accommodations

Professional Development

1. Skillful Teacher
2. Understanding By Design
3. Differentiated Instructional strategies
4. Mentoring/Induction
5. Technology Training

School Site-based Implementation

The purpose of this plan is to continually strengthen and improve the general education program, for the benefit of *all* students. The site-based curriculum accommodation planning is to address various strategies that will help to achieve this objective. Schools are working toward accommodating the needs of diverse learners in all classroom settings. This will be achieved through on-going professional development, support services through general education settings, direct and systematic instruction to all students, encouragement of teacher mentoring and collaboration, and encouragement of parental involvement in their children's education.

Our Vision

The Millis Public Schools are respected for high academic standards, committed to social responsibility, and dedicated to educating and inspiring every student to achieve personal excellence.

Our Mission

The Millis Public Schools Community is firmly committed to developing students as independent, lifelong learners and leaders who will contribute to a changing and complex society.

Overarching Personalized Learning Goal

In Millis, we honor each student as an individual learner, recognizing that each student has his or her own learning styles, interests, passions, challenges to learning, strengths and skill levels. We engage, support and challenge all students through varied instructional approaches that help students take ownership of their learning. Students are afforded voice, choice and flexibility in how they learn and are allowed to demonstrate their understanding in various ways to improve student wellbeing and ensure that they are “future ready.”

GENERAL EXPECTATIONS FOR LEARNING FOR ALL MILLIS PUBLIC SCHOOL STUDENTS

By Graduation, all students will:

- Read effectively
- Write effectively
- Speak effectively
- Listen and view critically
- Analyze, interpret and evaluate information
- Be able to acquire, integrate and apply essential knowledge
- Apply mathematical skills to interpret information and solve problems
- Use technology to acquire, organize and communicate information
- Use the arts to explore and express ideas, feelings and beliefs
- Demonstrate responsibility for one's own learning and behavior
- Treat others with respect and understand similarities and differences among people
- Demonstrate the ability to work collaboratively and independently
- Be able to make informed and responsible judgments regarding personal health
- Understand and demonstrate a sense of community
- Understand the individual's rights, responsibilities and roles in the community, state nation and world

What are Classroom Practices?

Classroom practices are the range of instructional practices and strategies that are employed to assist a given special population of students to learn. These include, but are not limited to: time, space, modality, grouping, presentation, classroom organization and behavior management, materials, equipment, technology and environment.

With the needs of diverse learners in mind, educators need to promote:

1. **Student Self-Management**
 - Use strategies designed to promote student self-management and independence.
 - Provide consistency, structure, and clear expectations.
 - Provide appropriate positive learning reinforcement, feedback, and recognition for student accomplishment.
2. **Setting for Instruction and Learning**
 - Promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure.
 - Provide opportunities and environments for meaningful participation of all students in instructional and social activities.
 - Adapt physical environments to match the learning needs of students.

3. Instructional Practice

- Incorporate life skills, social and affective skills, and skills in self-advocacy throughout the curriculum.
- Choose teaching and learning methods that match the learning needs and styles of the student.
- Incorporate direct instruction of how to learn skills and thinking skills throughout the curriculum.
- Make sure the language of instruction effectively communicates and promotes student understanding for students with special needs.
- Use methods to promote active learning, including hands-on learning, real world and experiential learning, community based learning, and learning involving student choice.
- Use learning materials, equipment, and media tailored to the unique learning needs of students.
- Design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and novel.
- Use varied and flexible grouping strategies for instructional purposes.
- Use flexibility in pacing of instruction, scheduling, and time usage based on the needs of individual students.
- Communicate and collaborate with other teachers, specialists, students, families, and appropriate agencies in planning and implementing effective instruction.

What are the appropriate Assessment Practices?

Appropriate assessment practices are the accommodations and adaptations necessary for a specific special population to adequately demonstrate knowledge and skills. In assessing the learning of diverse learners, educators need to:

1. Allow for a variety of assessments that evaluate what is being taught. This may include:
 - Portfolios Assessment of daily work
 - Observations
 - Self and peer evaluations
 - Demonstrations and projects
 - Oral tests
 - Cooperative group assessments
 - Family, community, and employer evaluations/observations
2. Ensure that the language used in assessment is consistent with the language used during instruction and use the student's preferred mode of communication. When assessing, always consider:
 - Student's culture/preferred language
 - Clarity of instructions
 - Verbal and nonverbal options (e.g., sign language)

3. Consider the student's unique needs when determining the content of the assessment:
 - Identify the skills or content to be assessed and ensure that assessments test only the content taught.
 - Design assessments to determine what the student knows as opposed to what the student does not know
 - Utilize student's prior knowledge to determine instruction and subsequent assessments.
 - Identify individual learning styles and design assessments to elicit a variety of thinking and application skills
4. Design assessment procedures and accommodations to meet individual student needs.
 - Assess in student's primary communication mode (i.e., Braille, sign language, picture board, etc.)
 - Utilize a variety of people (i.e., family, peers, employers, other professionals, etc.) in the assessment process
 - Utilize technology for presentation of assessment and student response
5. Allow flexibility in the time and scheduling of assessments.
 - Allow extended time
 - Allow the student to take breaks.
 - Divide assessment into smaller segments Schedule assessment when student can perform best.
 - Utilize un-timed assessments.
6. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose the optimal assessment environment.
 - Consider student's physical condition, endurance, emotional state, attention span and distractibility, medical condition, etc., at time of assessment
 - Control for distractions
 - Create supportive settings that encourage student participation
 - Use preferential seating
 - Use real life settings and other alternative environments
7. Consider the evaluation criteria, which will be utilized when designing assessments and set the criteria prior to assessment.
 - Involve others in determining the realistic expectations and goals for the student
 - Provide family and others the opportunity to assist in interpreting assessment results
 - Make expectations and criteria clear and explicit
 - Provide a variety of grading methods, including: individual grading scale narrative reports, group grades

What are Service Options?

Service options are systems of organizing people and materials to supply and deliver educational opportunities, accommodations and supports in order for students or given populations to be successful learners. For learners with learning disabilities to have adequate opportunities to learn, schools will:

- Involve families, community members, and peers integrally in the design and implementation of educational services for all children and youth.
- Use shared and flexible resources, including personnel, fiscal, facility, program, time, and administrative process to meet students' needs and offer appropriate services by providers with specific expertise.
- Offer curriculum and instruction that is diversified through a variety of modifications using alternative scheduling, accessibility, optimal learning environments, grouping, accommodation of multiple learning styles, setting appropriate expectations, student teacher ratios, and using a variety of instructional techniques
- Support collaborative planning with individual students, team members, family members, the community, and other agencies with the management of time and resources.
- Design support services for students that help them with life management including safety, health, wellness, social relationships, and learning.
- Assure students the opportunity to plan and prepare for successful life adjustment after high school including career development, community involvement, postsecondary education, recreation and leisure choices, and daily living activities.
- Maximize the use of technology for learning. School professionals, families, and students use technology competently. Offer a menu of educational opportunities to students, families, and school personnel for continuous improvement of services to students. Offer support services for students are available to assist students in managing behavior, expressing needs, developing friendships, resolving conflicts, and making choices and planning their lives.

Clyde F Brown Elementary School Section
District Curriculum Accommodation Plan
April 2016

The CFB Section of the District Curriculum Accommodation Plan (DCAP) is configured to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in our school. Led by the building principal, staff at each school collaborate on best practices in order to ensure adequate instructional strategies and supports are available for both student and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve general education programs for the benefit of all students, not solely for special education.

The Clyde Brown Elementary School Section is a comprehensive one that includes the following components:

- The Millis Public Schools provides a mentoring program for all first and second year educators. The first year program is very structured with a combination of orientation, observation, meetings, and consultations with experienced staff. During their second year, new hires are required to continue consulting with their mentor. In order to receive professional status teachers are required to take district provided graduate level courses.
- Professional Development is an important part of our school's vision. Staff are provided with the opportunity to meet with the grade level colleagues twice a week during the school day, as well as once a month after school. Staff are also provided with opportunities to further their knowledge both within the district and at off-site meetings and conferences. A wide array of topics ranging from instructional practices to state/federal regulations may be covered during these offerings.
- Our school actively engages students, teachers, and the school community in using technology to learn and enhance instruction. Each classroom (K-4) is formatted with an interactive SmartBoard. The school has a multitude of technology available to staff and students: laptop carts (grades 1-4), iPad carts (Kindergarten), document cameras, subscriptions to various computer-assisted instructional programs.
- All staff at our school work collaboratively in Professional Learning Communities. These groups develop inquiry and action research projects to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
- CFB has two systems for professionals to work collaboratively: Grade-Level Tiered Systems of Support Teams and a building based Instructional Support Team. These teams meet on a regular basis and provide general education teachers the opportunity to work together to find accommodations and

interventions to meet the needs of students. Consultations with specialists (Occupational Therapists, Speech-Language Therapists, Physical Therapists, Special Educators, Reading & Math Specialists) are available as needed for each team.

- Our school employs the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and interventions are planned. Collaboration with the general education teachers is a crucial component for success. Specialists not only work directly with the students, but also provide modeling and coaching for the classroom teachers.
- Flexible support is available for students in regards to academics, as well as social, emotional, and behavioral needs. These opportunities are provided during the school day based on need from multiple sources of information. The goal of these supports is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- All staff are able to provide individual accommodations to students on an as-needed basis and specific to the content or situation. While this list provides various strategies for academic, social, emotional, and behavioral issues, it in no way limits the accommodations that staff may choose to implement in order to meet a student's needs.

Resources, Structures, and Supports

The following resources, structures, and supports have been designed to meet the diverse learning needs of our students. The Grade-Level TSS Teams and Instructional Support Team provide a systemic and collaborative approach to identifying and addressing individual student needs.

Academic Resources, Structures, Supports

- Tools of the Mind curriculum implemented in Kindergarten
- Reading Street implemented in 1st grade through 4th grade
- EmPowering Writers implemented in 1st grade through 4th grade
- Everyday Math implemented in 1st through 4th grade
- Reading Specialists and tutors provide individualized evidence based interventions
- Math Specialists and tutors provide individualized evidence based interventions
- Special Educators consult with regular education staff regarding curriculum and student needs
- ELL teacher works with English Language Learners either in the classroom or on a pull-out basis.
- Universal Screening for all students is completed three times a year for reading and mathematics

Social/Emotional/Behavioral Resources, Structures, Supports

- School-Wide Positive Behavior Expectations define, teach, and support appropriate student behaviors in all school settings; in regards to taking care of yourself, others, and the environment.
- Open Circle curriculum implemented in Kindergarten through 4th grade
- Open Circle curriculum is supplemented with Anti-Bullying lessons developmentally appropriate for each grade level
- Social Skills groups focus on developmentally appropriate skill acquisition
- Behavior Intervention Plans are implemented by the classroom teacher, school adjustment counselor, Board Certified Behavior Analyst, and/or school psychologist.
- Individual and/or small group counseling sessions target individual school adjustment issues
- Consultations regarding challenging behaviors, emotional needs, or social skills are provided to classroom teachers by the BCBA, school adjustment counselor, and/or school psychologist.
- Universal Screening for all students is completed three times a year for motivation to learn and pro-social skills

Routinely Used Accommodations

In addition to the grade-level and building based supports, teachers throughout the school can make routine use of the following accommodations as part of their commitment to effective instruction. It should be noted that the accommodations below may not be appropriate for all instructional environments, learning objectives, and/or learning styles.

Pace

- Provide movement breaks as necessary
- Incorporate “wait time” into lessons
- Use timers/time reminders to help pace, if an issue

Environment

- Visual schedule
- Preferential seating to avoid distraction
- High degree of structure and predictability and a daily routine
- Share lesson objectives/big questions at the beginning of day/unit/week/etc
- Daily schedule
- Allow separate work areas
- Develop a system to gain class attention (clapping, lights, verbal sayings, etc)

Presentation of Information

- Pair verbal directions with visual cues, demonstrations and hands-on activities
- Break down multistep directions into smaller tasks
- Link new information to previously learned information
- Repeat/rephrase verbal directions when needed
- Make eye contact before giving essential instructions or new material
- Use sense of fun to engage with students
- Use first/then strategies
- Use of small groups as appropriate
- Use concrete examples of concepts before teaching the abstract
- Repetition and review of new materials
- Model new concepts
- Utilize visual aids such as charts and graphs
- Use 'think alouds' and other metacognitive strategies
- Provide opportunities to work independently and cooperatively
- Preview vocabulary
- Have students repeat directions back

Assignments

- Show examples of the finished product (exemplars)
- Provide varied opportunities for student practice

Materials & Equipment

- Provide study tools and/or teach students how to make study tools
- Provide templates/graphic organizers when appropriate
- Allow assignments to be typed
- Allow the use of graph paper or lined paper to keep numbers aligned
- Allow the use of manipulatives

Reinforcement & Follow-Through

- Frequent check ins
- Monitor frustration levels regarding timed tests
- Provide positive reinforcement
- Encourage self-advocacy
- Use discrete cues to redirect when off task
- Provide cues to begin tasks
- Provide feedback that is heavy on praise, light on constructive criticism
- Prompt to make use of resources in room

**Millis Middle School Section
District Curriculum Accommodation Plan
January 2018**

The Millis Middle School Section of the District Curriculum Accommodation Plan (DCAP) is configured to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in our school. Led by the building principal, staff at each school collaborate on best practices in order to ensure adequate instructional strategies and supports are available for both student and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve general education programs for the benefit of all students, not solely for special education.

The Millis Middle School Section is a comprehensive one that includes the following components:

- The Millis Public Schools provides a mentoring program for all first and second year educators. The first year program is very structured with a combination of orientation, observation, meetings, and consultations with experienced staff. During their second year, new hires are required to continue consulting with their mentor. In order to receive professional status teachers are required to take district provided graduate level courses.
- Professional Development is an important part of our school's vision. Staff are provided with the opportunity to meet with the grade level colleagues twice a week during the school day, as well as once a month after school. Staff are also provided with opportunities to further their knowledge both within the district and at off-site meetings and conferences. A wide array of topics ranging from instructional practices to state/federal regulations may be covered during these offerings.
- Our school actively engages students, teachers, and the school community in using technology to learn and enhance instruction. All classrooms are outfitted with an LCD projector and document cameras. Teachers use a combination of itsLearning LMS and Google Classroom, along with subscriptions to various computer-assisted instructional programs, to personalize learning to scale.
- All staff at our school work collaboratively in Professional Learning Communities. These groups develop inquiry and action research projects to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
- Millis Middle School has Grade Level Teams, PLC Teams and an Instructional Support Team that allow professionals to work collaboratively. These teams meet on a regular basis and provide general education teachers the opportunity to work together to find accommodations and interventions to meet the needs of students. Consultations with specialists (Occupational Therapists, Speech-Language

Therapists, Physical Therapists, Special Educators, School Adjustment Counselor, Math and Reading Interventionists) are available as needed for each team.

- Our school employs the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and interventions are planned. Collaboration between special education teachers and general education teachers is a crucial component for success. Specialists not only work directly with the students, but they also provide modeling and coaching for the classroom teachers. Special education teachers co-teach with general education teachers to help facilitate inclusion and access to the curriculum for all students.
- Flexible support is available for students in regards to academics, as well as social, emotional, and behavioral needs. These opportunities are provided during the school day, both individually and in small groups, based on need from multiple sources of information. The goal of these supports is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- All staff are able to provide individual accommodations to students on an as-needed basis and specific to the content or situation. While this list provides various strategies for academic, social, emotional, and behavioral issues, it in no way limits the accommodations that staff may choose to implement in order to meet a student's needs.
- At times, students need in-home or hospital educational services to continue to make progress. Upon receipt of a physician's note, verifying that a student must remain at home or in a hospital on a day or overnight basis, or any combination of both, and for a period not less than fourteen school days in a school year, appropriate educational services will be arranged.

Resources, Structures, and Supports

The following resources, structures, and supports have been designed to meet the diverse learning needs of our students. The Grade-Level TSS Teams and Instructional Support Team provide a systemic and collaborative approach to identifying and addressing individual student needs.

Academic Resources, Structures, Supports

- Reading Street implemented in Grade 5
- EmPowering Writers implemented Grade 5
- Everyday Math implemented in Grade 5
- Six-traits of Writing implemented in Grades 6-8
- CMP3 Math implemented in Grades 6-8
- Homework Clinic two times per week in Grades 5-8
- PPO Unified Arts class for development of executive functioning skills
- Universal Screening implemented for all students in reading and math three times per year
- Reading Tutors provide individualized evidence based interventions
- Math Tutors provide individualized evidence based interventions
- Special Educators consult with regular education staff regarding curriculum and student needs
- ELL teacher works with English Language Learners either in the classroom or on a pull-out basis.

Social/Emotional/Behavioral Resources, Structures, Supports

- School-Wide Behavioral Expectations and School Logo communicate expectations
- Universal Screening of all students for social skills, self-regulation, and persistence is completed three times a year
- MARC Anti-bullying Curriculum implemented in Grades 5-8
- DARE Program implemented in Grade 5
- Signs of Suicide Program implemented in Grade 7
- Effective Effort and Growth Mindset lessons implemented Grades 5-8
- Social Skills groups focus on developmentally appropriate skill acquisition
- Behavior Intervention Plans are implemented by the classroom teacher, school adjustment counselor, Board Certified Behavior Analyst, and/or school psychologist.
- Individual and/or small group counseling sessions target individual school adjustment issues
- Consultations regarding challenging behaviors, emotional needs, or social skills are provided to classroom teachers by the BCBA, school adjustment counselor, and/or school psychologist.

Routinely Used Accommodations

In addition to the grade-level and building based supports, teachers throughout the school can make routine use of the following accommodations as part of their commitment to effective instruction. It should be noted that the accommodations below may not be appropriate for all instructional environments, learning objectives, and/or learning styles.

Pace

- Provide movement breaks as necessary
- Incorporate “wait time” into lessons
- Use timers/time reminders to help pace, if an issue

Environment

- Visual schedule
- Preferential seating near delivery of instruction
- High degree of structure and predictability and a daily routine
- Daily schedule
- Allow separate work areas

Presentation of Information

- Pair verbal directions with visual cues, demonstrations and hands-on activities
- Break down multistep directions into smaller tasks
- Link new information to previously learned information
- Repeat/rephrase verbal directions when needed
- Make eye contact before giving essential instructions or new material
- Use of small groups as appropriate
- Use concrete examples of concepts before teaching the abstract
- Frequent repetition and review
- Model new concepts
- Utilize visual aids such as charts and graphs
- Use 'think alouds' and other metacognitive strategies
- Provide opportunities to work independently and cooperatively
- Preview vocabulary
- Have students repeat or rephrase directions

Assignments

- Show examples of the finished product (exemplars)
- Provide varied opportunities for student practice
- Allow extended time for completion
- Focus on quality rather than quantity
- Break long-term assignments down with short-term deadlines
- Options for demonstrating understanding

Materials & Equipment

- Provide study tools and/or teach students how to make study tools
- Provide templates/graphic organizers when appropriate
- Provide technology tools
- Allow the use of graph paper or lined paper to keep numbers aligned in math
- Allow the use of manipulatives, fact chart

Reinforcement & Follow-Through

- Frequent check ins
- Provide positive reinforcement
- Encourage self-advocacy
- Use discrete cues to redirect when off task
- Provide cues to begin tasks
- Provide feedback that is heavy on praise, light on constructive criticism
- Prompt to make use of resources in room

**Millis High School Section
District Curriculum Accommodation Plan
April 2018**

The Millis High School Section of the District Curriculum Accommodation Plan (DCAP) is configured to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in our school. Led by the building principal, staff at each school collaborate on best practices in order to ensure adequate instructional strategies and supports are available for both student and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve general education programs for the benefit of all students, not solely for special education.

The Millis High School Section is a comprehensive one that includes the following components:

- The Millis Public Schools provides a mentoring program for all first and second year educators. The first year program is very structured with a combination of orientation, observation, meetings, and consultations with experienced staff. During their second year, new hires are required to continue consulting with their mentor. In order to receive professional status teachers are required to take district provided graduate level courses.
- Professional Development is an important part of our school's vision. Staff meet monthly for whole school faculty meetings that focus on teaching and learning. Additionally, the district provides full and half-day in-service time for professional growth in a wide variety of areas. High School Staff also meet three times a month (twice during the school day and once following school) in Professional Learning Communities (PLC). These groups develop inquiry and action research projects to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. PLCs also provide general education teachers the opportunity to work together to find accommodations and interventions to meet the needs of students. Consultations with specialists (Occupational Therapists, Speech-Language Therapists, Physical Therapists, Special Educators, School Adjustment Counselor, Math and Reading Interventionists) are available as needed for each team.
- Staff are also provided with opportunities to further their knowledge both within the district and at off-site meetings and conferences. A wide array of topics ranging from instructional practices to state/federal regulations may be covered during these offerings.
- Our school actively engages students, teachers, and the school community in using technology to learn and enhance instruction. All classrooms are outfitted with an LCD projector and document cameras. Teachers use a combination of itsLearning LMS and Google Classroom, along with subscriptions to various computer-assisted instructional programs, to personalize learning to scale. All

students in grades 9-12 are provided with a school-issued device (chromebook or iPad) for use in school and at home.

- Our school employs the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and interventions are planned. Collaboration between special education teachers and general education teachers is a crucial component for success. Specialists not only work directly with the students, but they also provide modeling and coaching for the classroom teachers. Special education teachers consult with general education teachers to help facilitate inclusion and access to the curriculum for all students.
- Flexible support is available for students in regards to academics, as well as social, emotional, and behavioral needs. These opportunities are provided during the school day, both individually and in small groups, based on need from multiple sources of information. The goal of these supports is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- All staff are able to provide individual accommodations to students on an as-needed basis and specific to the content or situation. While this list provides various strategies for academic, social, emotional, and behavioral issues, it in no way limits the accommodations that staff may choose to implement in order to meet a student's needs.
- At times, students need in-home or hospital educational services to continue to make progress. Upon receipt of a physician's note, verifying that a student must remain at home or in a hospital on a day or overnight basis, or any combination of both, and for a period not less than fourteen school days in a school year, appropriate educational services will be arranged.

Resources, Structures, and Supports

The following resources, structures, and supports have been designed to meet the diverse learning needs of our students. The Student-Teacher-Assistance-Team (STAT) and the Social Emotional Learning Tiers Team provide systemic and collaborative strategies and methodologies to identify and address individual student needs.

Academic Resources, Structures, Supports

- Learning Management Systems: itsLearning; Google Classroom
- John Collins Writing Across the Curriculum utilized in all grades and classes
- Guidance services help coordinate student extra help and tutoring
- National Honor Society Peer Tutoring program
- Tiers Coordinators in English and Math collect data on student achievement and progress (both individual, class, and school-wide)
- Teachers available for extra help sessions before and after school
- Supported period for students to learn executive functioning skills
- Universal screening in math and ELA three times per year
- Tier 2 math tutoring for identified students
- Tier 2 general tutoring during and after school for identified students
- Special Educators consult with regular education staff regarding curriculum and student needs
- ELL teacher works with English Language Learners either in the classroom or on a pull-out basis.

Social/Emotional/Behavioral Resources, Structures, Supports

- School-Wide Core Values and behavioral expectations
- Universal Screening of all students for social skills, self-regulation, and persistence is completed three times a year
- Student Advisories meet bi-weekly
- MARC Anti-bullying Curriculum implemented through Health Class and student advisories
- Signs of Suicide Program implemented in Grade 9
- Guidance services include group and personal counseling
- Individual and/or small group counseling sessions target individual school adjustment issues
- Social Skills groups focus on developmentally appropriate skill acquisition
- Behavior Intervention Plans are implemented by the classroom teacher, school adjustment counselor, Board Certified Behavior Analyst, and/or school psychologist.
- Consultations regarding challenging behaviors, emotional needs, or social skills are provided to classroom teachers by the BCBA, school adjustment counselor, and/or school psychologist.

Routinely Used Accommodations

In addition to the grade-level and building based supports, teachers throughout the school can make routine use of the following accommodations as part of their commitment to effective instruction. It should be noted that the accommodations below may not be appropriate for all instructional environments, learning objectives, and/or learning styles.

Pace

- Provide movement breaks as necessary
- Incorporate “wait time” into lessons
- Use timers/time reminders to help pace, if an issue
- Blended learning lessons/units that enable students to obtain mastery at their own pace

Environment

- Visual schedule
- Preferential seating near delivery of instruction
- High degree of structure and predictability and a daily routine
- Daily schedule
- Allow separate work areas

Presentation of Information

- Pair verbal directions with visual cues, demonstrations and hands-on activities
- Break down multistep directions into smaller tasks
- Link new information to previously learned information
- Repeat/rephrase verbal directions when needed
- Make eye contact before giving essential instructions or new material
- Use of small groups as appropriate
- Use concrete examples of concepts before teaching the abstract
- Frequent repetition and review
- Model new concepts
- Utilize visual aids such as charts and graphs
- Use 'think alouds' and other metacognitive strategies
- Provide opportunities to work independently and cooperatively
- Preview vocabulary
- Have students repeat or rephrase directions
- Use of Universal Design for Learning principles to support multiple entry points to course material

Assignments

- Show examples of the finished product (exemplars)
- Provide varied opportunities for student practice
- Allow extended time for completion
- Focus on quality rather than quantity
- Break long-term assignments down with short-term deadlines
- Options for demonstrating understanding

Materials & Equipment

- Provide study tools and/or teach students how to make study tools
- Provide templates/graphic organizers when appropriate
- Provide technology tools
- Allow the use of graph paper or lined paper to keep numbers aligned in math
- Allow the use of manipulatives, fact chart

Reinforcement & Follow-Through

- Frequent check ins
- Provide positive reinforcement
- Encourage self-advocacy
- Use discrete cues to redirect when off task
- Provide cues to begin tasks
- Provide prompt feedback
- Prompt to make use of resources in room