

Grafton Public Schools

Building Curriculum Accommodation Plan

Developed: June 2013



North Street Elementary & Millbury Street Elementary Building Curriculum Accommodation Plan (Grades 2-6)

Presentation of material-instructional accommodations:

Class instruction, assignments/homework, testing/assessments

Class Instruction:

The teacher provides...

1. A variety of group structures including small group and one to one situations.
2. Differentiated instruction to meet the needs of the student in academic areas (i.e. flexible grouping, repeating directions, checking for understanding, etc.)
3. A multi-sensory (visual, auditory, tactile, kinesthetic) approach when teaching concepts.
4. Flexible grouping to meet the remediation or enrichment needs of the student.
5. Re-teaching opportunities for intervention.
6. Extra wait time prior to expecting the student's response.
7. Sufficient amount of time for metacognition (reflection and processing, i.e., 10 minutes of teaching then stop for 2 minutes of processing.)
8. Reading instruction at student's instructional level.
9. Opportunity for cooperative learning in a partner or a small group setting.
10. Concrete examples/models/exemplars of tasks prior to teaching the abstract concept.
11. Checks for understanding of instructions prior to the initiation of tasks.
12. Regular feedback and progress checks to students.
13. Cues to the student prior to calling on him/her to allow him/her to prepare response.
14. Direct instruction/modeling of study skills and thinking aloud.
15. Direct instruction/practice of test taking strategies.
16. Time for activating prior knowledge by creating a common base for understanding before beginning a lesson.

Assignments/homework:

The teacher...

1. Provides extended time to complete classroom assignments.
2. Adjusts assignment lengths to assess for quality of concept attainment rather than quantity of work.
3. Provides access to assistive technology in school for writing assignments.
4. And parents work together to develop a plan for the completion of homework.
5. Provides a variety of manipulatives for the completion of assignments.

Testing/assessments:

The teacher...

1. Conducts assessments frequently to determine the needs of the student and drive instructional decision-making.

2. Creates alternative assessments, as needed
 - a. Varied assessment formats (word banks, fill-in-the-blanks, matching, multiple-choice, and open-response)
 - b. Varied assessment types (i.e. oral, performance-based, written, curriculum-based, project-based, portfolio, and observational)
3. Explains rubric or focus-area corrections prior to beginning an assignment.

Instructional Support:

1. Therapists in the areas of speech and language, occupational therapy and physical therapy are available to consult and advise on student performance/access in a classroom setting.
2. Academic support teachers work with classroom teacher in both inclusionary and pull-out models to design and deliver instruction to meet the needs of the student.
3. Remedial instruction for students will be arranged, as needed.
4. Small group instructional support will be provided, when needed.
5. Appropriate services for ELL student will be available.

Behavioral Strategies:

1. Develop positive relationships with every student.
2. Employs logical consequences.
3. Practice Responsive Classroom and teach social skills using a variety of strategies.
4. Teach, model, and practice every routine and expectation for behavior.
5. Post schedules/agenda for consistency.
6. Utilize transition cues.
7. Provide options for work areas.
8. Conduct parent/teacher/student problem solving conference.
9. Implement individual behavior plans/contracts.
10. Take advantage of individual and small group social support groups (i.e. lunch bunch).
11. Use Sensory Diet strategies (i.e. Velcro, stress balls, thera-band, cushion seat).

A. Environmental Accommodations

Teacher Responsibility:

The teacher will...

1. Monitor the classroom noise level through different modalities.
2. Limit the amount of visual distractions for students.
3. Use models and visual displays for the student's reference.
4. Provide visual schedules or individual checklists to organize the day.
5. Allow quiet work areas in each classroom.
6. Make available a variety of adaptive materials for the student (i.e. pencils in a variety of sizes, pencil grips, and different scissors).
7. Keep important information separated from visual "clutter" when writing information on the

board.

8. Use anchor charts for “living documents”.

Student Strategies:

The student is provided...

1. Preferential seating (i.e. away from auditory distractions AND/OR close proximity to the teacher’s main area of instruction).
2. Extra workspace (i.e. table instead of desk, floor space).
3. Breaks, as needed.
4. The opportunity to work in a manner in which “on-task” behavior is optimized (i.e. standing, or other working positions).

B. Time-related Accommodations

The teacher...

1. Provides the opportunity for students to participate in untimed test and assignment situations.
2. Reduces the amount of work and length of tests.
3. Prioritizes assignments and/or steps to completing assignments for the student.
4. Arranges for shorter work periods with breaks or change of tasks.
5. Maintains a consistent routine.
6. Breaks tasks into smaller steps and offers the student timeline guidance for steps rather than presenting the entire task.

C. Material Accommodations/Visual Processing

Visual Motor Integration

The teacher...

1. Reduces the amount of copying from the text and board and provides copies of notes, as needed.
2. Is flexible with expectations for neatness due to visual or fine motor issues.
3. Assists in keeping student’s workspace free of irrelevant and/or extraneous distracters.
4. Provides clear and well-defined assignments.
5. Introduces visual tasks with the student to make sure that he/she has a clear understanding of all parts of the assignment.
6. Avoids the amount of visual traffic on a page by blocking (blocking assignments in smaller segments), cutting (cut text into sections), folding (folding assignment into sections) and highlighting, color coding and underlining.
7. Assists with writing by scribing student thoughts.

Language Processing

The teacher...

1. Gives visual representations of directions to supplement verbal directions.

2. Gives directions in clear, concise language that they are sure the student comprehends.
3. Encourages feedback from the student to check for understanding.
4. Familiarizes the student with any new vocabulary prior to the beginning of the lesson.
5. Reduces the amount of extraneous noise in the student's learning environment to optimize language processing.
6. Utilizes visual aids such as charts and graphs.
7. Uses manipulatives / hands-on activities whenever possible.
8. Presents one concept at a time, ensuring each concept is understood as it is presented.
9. Will paraphrase directions for the student.
10. Will allow for wait time prior to the expectation of an answer.
11. Allow the student oral multiple choice questions along with open ended responses in content areas.
12. Encourages the student to verbalize instructions prior to beginning a task.

Organizational Accommodations

The teacher...

1. Uses assignment schedules and/or picture schedules to structure daily routines.
2. Provides morning and end of the day reminders to students.
3. Performs end of day checks for homework materials and take home materials.
4. Assists students with organization of materials.
5. Breaks down longer assignments into smaller chunks and increments.
6. Guides the student toward utilizing various strategies to limit the amount of materials and clutter on his/her desk.
7. Models the use of graphic organizers to help student organize thoughts and ideas.
8. Incorporates an established daily routine in the classroom.
9. Sets clear rules and consistently enforces them.
10. Designates a specific place for turning in completed assignments.

SCHOOL RELATED SERVICES

Accommodations through Behavioral Supports

1. The school psychologist is available to work with the student/family on a variety of social issues that impact school performance and to provide support to the teacher when managing a student with challenging behaviors. They can work collaboratively with the teacher to develop and implement a behavior management plan.
2. Staff members, including administrators, develop and implement a variety of positive reinforcement activities and programs to encourage positive individual behaviors.

HOME AND SCHOOL COMMUNICATION

1. Parent conferences
2. Monthly newsletters or updated school website
3. Parent Teacher Organization with monthly meetings
4. Individual meetings as needed (initiated by parent or staff)
5. Parent volunteers
6. Open House Day
7. Back to School Night
8. Interpretative Services available as needed