



Malden Public Schools

District Curriculum Accommodation Plan

School Year 17-18

MALDEN PUBLIC SCHOOLS
District Curriculum Accommodation Plan
Ch. 71 of the Massachusetts General Laws, Section 38Q1/2:

Recently enacted changes in Massachusetts General Laws, Ch71, Section 38Q1/2, require the adoption and implementation of a district curriculum accommodation plan (DCAP). This plan is intended to assist principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The plan shall also assist educators in analyzing and accommodating diverse learning needs of all students in the regular education 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.

The Malden Public Schools DCAP directly relates to initiatives that are in place to help improve the general education program for the benefit of all students. To help achieve this objective, the DCAP will address various strategies around the following:

- Analyzing and accommodating diverse learning needs in a regular education setting
- Managing the needs of children whose behavior may interfere with learning
- Providing appropriate services and support to students in the regular education classroom, including but not limited to, direct and systematic instruction in reading
- Providing opportunities for teacher collaboration and parental involvement

The Malden Public Schools DCAP was developed and refined through meetings with district administrators. The final document will be shared with each School Leadership Team. Additionally, the DCAP will be disseminated and explained to all staff at the elementary, middle and high school grade levels. This DCAP includes curriculum accommodations for elementary, middle, and high school. Included in these levels, is a list of school personnel who are available to assist and support regular classroom educators in analyzing and accommodating the individual needs of students.

Additionally, there is a list of sample strategies and other actions from which educators and staff may select for appropriate accommodations for students. The list includes suggestions for accommodating concerns around academic progress and social and behavioral issues. The DCAP describes both informal and formal routes for students. In some situations, communication between educators, professional staff, parents, and other key individuals will be sufficient for identifying issues and agreeing on strategies to be put in place. In other situations, school-based teams may become involved and a more formal route developed.

Currently, the Malden Public Schools has Building Based Student Support Teams (SST) in place for each of the schools. These teams serve as a support to educators/staff when there is a concern about a child. Staff collaboration, parent communication, development of strategies for student success, and review and evaluation of these strategies are the processes involved in the SST. At the conclusion of the SST process, unresolved student concerns may result in a recommendation for a formal evaluation to determine if a disability exists.

Educators/Staff in the Malden Public Schools School District are always focused on individual student achievement. Using data to make decisions, monitoring student progress, and providing appropriate accommodations/interventions to students with diverse learning needs will continue to bring us closer to meeting the needs of every child. This DCAP and its contents is intended to help with this.

Elementary Curriculum Accommodation

Classroom Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Standardized and other testing data used to assess student achievement and to inform instruction
- Small class sizes
- Differentiated instruction
- Directed professional development for all educators/staff
- Building literacy teams
- District wide Kindergarten screening
- System for collecting student work and assessing progress over time
- Curriculum and instructional activities that address varied learning styles

Curriculum Accommodations and Interventions that may be recommended but are not Limited to Regular Education Students

Curriculum, Instruction, and Assessment Strategies

Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Make use of multiple intelligence/learning style approaches
Develop integrated curriculum projects
Provide challenging projects identifying student performance standards
Develop alternate assessments
Offer oral/untimed testing
Repeat or reteach concepts and information
Offer peer teaching and group work activities
Provide individual help in the classroom
Model content area reading strategies
Provide strategies for study skills
Utilize transition cues
Utilize technology and computer assisted instruction
Model use of graphic organizers

Behavioral Intervention Strategies

Classroom interventions by designated school personnel
Arrange seating accommodations
Develop teacher-student contracts
Develop behavior plans
Include positive reinforcement, incentives, and rewards
Utilize charts to monitor student expectations
Adjust classroom management strategies
Provide for parent support and communication
Consult with necessary staff (school psychologist, adjustment counselor, special needs)

staff, etc.)

Provide for individual and small group counseling

Organizational Strategies

Provide a school wide student agenda/notebook system

Develop a flexible/modified schedule

Utilize flexible grouping

Utilize team teaching

Cooperative teaching

Implement a progress reporting system

Consult and co-planning by grade level team

Intervention, Remediation, Challenge

Provide test taking strategies and practice

Utilize miscue analysis and prescriptive teaching

Develop study skills strategies

Consult with teacher mentors

Provide after school help

Utilize peer buddy systems

Common Accommodation Strategies

Environment

- Preferential Seating
 - To minimize auditory distractions
 - To minimize visual distractions
 - To maximize auditory input for hearing difficulties
 - To maximize visual input for vision difficulties
 - To maintain focus and academic participation
 - To minimize off-task behavior
 - To address learning style needs
- Alter Physical Arrangement
 - Lighting
 - Temperature
 - Seating arrangements
 - Muffle/baffle noisy equipment
- Define Space
 - Teach positive rules for personal space
 - Allow for different groupings
 - Provide a properly fitting desk

Pacing

- Extend time requirements
 - Oral response
 - Written response

- Daily activities/assignments
- Tests
- Allow breaks
- Vary activities
 - Intersperse written/oral
 - Intersperse passive/active
 - Intersperse listening/discussing
- Provide timelines (checklists, calendars)
- Assign tasks in workable chunks or segments
- Provide repetition of key concepts
- Provide drill and practice
- Provide test/reteach/retest

Materials

- Supplementary materials (texts, worksheets, tests)
- Lower readability
- Large print
- More 'white space'
- Highlighted
- Color coded
- Audio-recordings
- Manipulatives
- Study aids
- Study guides
- Typed teacher materials
- Peer reader

Assignments

- Provide study sheet
- Provide skeleton outline that includes main ideas (student completes supporting details while listening in class or reading assignment)
- Extra time for completing assignments - allow student to type assignment
- Reduce paper and pencil tasks
- Avoid penalizing for spelling errors
- Avoid penalizing for penmanship
- Allow student to sub-vocalize while reading
- Exemption from reading aloud in front of peers
- Lower difficulty level
- Task analysis of assignments
- List steps in process or activity so students know exactly what he is to do
- Emphasis on major points
- Opportunity to respond orally or dictate answers (to teacher, peer, speech to text web apps.)
- Special projects in lieu of assignments.

- Shortened assignments provide necessary practice while allowing the student to complete work in a reasonable time period without undue pressure and frustration.
- Identify terminology, concepts, and skills that are most important and require that these items be completed first.
- Reduce the number of items to be done at one time. Shorter assignments made more frequently provide the same amount of practice.
- Cut a long worksheet (or test) into smaller segments and give the student one segment at a time. When one strip is completed, hand out the next.

Study- Sheets/Guides

- Provide students with review outlines to help them focus on the important elements of information which is to be learned.
- List steps in math process or lab activity so the student knows exactly what to do.
- Have student write his own study questions after lectures, discussions, and reading assignments.
- Teach students to recognize signal words in lectures and written material to guide studying. Examples: “most of all,” “a key feature,” “a major event,” “above all,” “remember that”

Instruction

- Shorten auditory/verbal instruction
- Provide visual aids (pictures, flash cards, maps, charts, photos, etc.)
- Provide auditory aids (cues, tapes, etc.)
- Provide an opportunity for student to write the instructions
- Provide an opportunity for student to verbalize the steps needed to complete task
- Provide adequate ‘wait time’ (extra time for oral response)
- Allow extra time for written response
- Provide modified reading level assignments
- Simplify vocabulary
- Use manipulatives
- Emphasize critical information
- Allow peer tutoring/paired working arrangements
- Allow oral exams, open book exams, open note exams, exams of reduced length

Note-taking Assistance

- Provide skeleton outline (advance organizer) that includes main ideas
- Provide a copy of teacher or “reliable note-taker” notes
- Allow time at the end of class for students to compare notes with classmates

- Highlight important sections of class notes (at overhead or board)
- Allow student to use their phone to take a picture of the board

Pre-Teach Content Vocabulary

- Students need to learn:
 - Terms that are unique to content area
 - Specialized meanings of common words
 - Unique symbols and abbreviations
 - Word connotations
- Decide which words to teach:
 - List key concepts
 - Pick out the most crucial terms
 - Find out which words are known
 - Teach words that will lead to the learning of additional words
- Teach meaning
 - Avoid unrelated exercises
 - Teach strategies for learning new words
 - Use new words repeatedly in conversation
 - Teach ways to figure out new words
 - Context clues
 - Phonic analysis
 - Structural analysis combination

Tests

- Preview language of test questions
 - Vocabulary
 - Context
 - Syntax
- Short answer rather than essay
 - Mark key questions you want answered and have the student go back and answer the others if time permits
 - Word banks or a list of correctly spelled responses for the test
 - Typed tests
 - Larger print
 - More white space
- Don't penalize for spelling/grammar (unless it is a spelling or grammar test!)
- Allow extended time
- Substitute an assignment for a test
- Test Adaptations
 - Change the format
 - Short answer instead of essay.
 - Multiple choice instead of short answer
 - Matching instead of fill-in-the-blank

- Fill-in-the-blank: put blank at the end of the sentence - use synonyms or shorter sentences for low readers
- Look at the visual design
 - Primary type
 - Spacing
 - Bold lines to divide sections
 - Place multiple choice alternatives vertically
- Divide long matching
 - Ten or fewer consecutive matching
 - Type the definition on the left side of the page and the term or 'match' on the right side
- Provide visual cues
 - Word banks for fill-in-the-blank questions and for labeling items
 - Use mnemonics for difficult total retrieval questions
- Add Variety
 - Use more than one mode of questioning

If a student has difficulty...

try this..

Becoming interested...

- .. tell stories which relate to people's lives
- .. establish relevancy
- .. provide concrete experiences
- .. read aloud a story/article to grow interest
- .. seat student near the educator

Getting started...

- .. give cue to begin work
- .. give work in smaller amounts ("chunks")
- .. provide immediate feedback
- .. sequence work
- .. provide time suggestions (egg timer helps)
- .. check on progress
- .. peer tutor

Paying attention to the spoken word...

- .. give explanations in small, distinct steps
- .. provide written backup to oral directions
- .. have student repeat directions
- .. use buddies, use phone to record or chromebook
- .. shorten the listening time

	<ul style="list-style-type: none"> .. alternate spoken with written tasks .. look directly at student .. place hand on student's shoulder
Following directions...	<ul style="list-style-type: none"> .. use fewer words .. provide examples .. repeat .. have student repeat .. provide checklist .. use auditory and visual direction
Keeping track of materials...	<ul style="list-style-type: none"> .. use a notebook .. use large envelope for each subject .. keep extra supplies on hand .. provide assignment sheets to parents, coaches, club sponsors, special educators .. write assignment on board .. give rewards for bringing supplies
Paying attention to printed word...	<ul style="list-style-type: none"> .. highlight .. underline .. number .. keep desk clear of extraneous materials .. face desk to wall or use a carrel .. use google speech on chromebook if available
Reading textbooks...	<ul style="list-style-type: none"> .. use lower level or adapted text .. audio books .. shorten amount of required reading .. have students read aloud in small groups .. allow extra time for reading .. omit some/all reading requirements .. put main ideas on index cards .. administer oral tests .. use a buddy or allow group work .. pre-teach vocabulary

	<ul style="list-style-type: none"> .. give take-home tests .. use larger print
Completing tasks on time...	<ul style="list-style-type: none"> .. reduce amount to be accomplished .. allow more time .. write schedules, timelines, and calendars .. provide checklists .. provide closure at points along the way ("chunking")
Staying on task...	<ul style="list-style-type: none"> .. reduce distractions (all senses) .. increase reinforcements .. provide checklist .. give time out/specified 'make up' time .. use a time to set short periods of work
Expressing him/herself verbally...	<ul style="list-style-type: none"> .. ask questions requiring short answers .. provide prompts/cues .. give rules for class discussion .. allow taped (audio/video) reports .. accept alternate forms of information; written report, bulletin board, art work, exhibit, chart/graph, photos
Learning by listening...	<ul style="list-style-type: none"> .. provide visuals (maps, photos, flash cards) .. have student close eyes and visualize info .. spell by visualizing the whole word .. teach the use of acronyms .. give explanations in small, distinct steps .. remove extra words .. provide study guide (note taking assistance)

Working in groups...

- .. provide a partner
- .. assign responsibility or position of leadership
- .. provide structure by defining the roles within the group, the tasks to be performed

Working independently...

- .. assign task at the student's academic level
- .. help student see an end to the task
- .. give precise directions
- .. reinforce often
- .. provide variety of work within assignment

Understanding what is read...

- . reduce reading level
- .. become more concrete
- .. reduce number of new ideas
- .. provide experiences for a frame of reference
- .. provide study guide (guided reading)
- .. provide organizational help
- .. provide alternate media (i.e., books on tape)

Writing legibly...

- .. use formats low on writing (multiple choice, fill in the blank, matching programmed)
- .. use graph paper
- .. allow use of tape recorder
- .. save papers for 2 weeks and have student read what he wrote
- .. teach handwriting/penmanship

Understanding cause/effect or anticipating consequences...

- .. use concrete examples
- .. use real life situations
- .. use brainstorming, role playing, simulation

Expressing him/herself in writing...

- .. accept alternate forms of reporting oral reports, taped reports, maps, photo essay, and panel discussion
- ..provide sentence stems or sentence frames
- .. have student prepare only notes or outline
- .. shorten amount/length required

Drawing conclusions and making inferences...

- .. teach thinking skills
- .. draw a parallel to a situation that the student might have experienced in problem solving

Seeing relationship. . .

- .. directly point out relationships
- .. draw arrows on worksheets or test to show that the ideas are related
- .. class discussion
- .. teach directly, relations of: function, category, opposition, sequence
- .. provide headings or a partially filled in chart for an example

Remembering...

- .. provide a checklist
- .. provide cues
- .. have students make notes to self
- .. Teach memory skills
- .. Teach use of acronyms and mnemonics

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

Principal

- Articulation and modeling of school's vision, mission, and principles
- Supervision of daily program of the school
- Assists in the development, revision, and evaluation of the curriculum and instructional program
- Supervision and evaluation of staff
- Promoting and facilitating teacher/staff collaboration and communication
- Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs

Assistant Principal

- Assists with establishing and maintaining an effective learning climate in the school
- Assists the principal in the development, revision, and monitoring of the instructional program
- Assist educators in improvement of classroom performance
- Development of standards of conduct and action conducive to the effective operation of the school
- Lead the development of the school handbook designed to define rules and regulations of the school with respect to student behavior

Curriculum Directors

- Assist principals with curriculum and instruction oversight
- Provide professional development with curriculum implementation and modifications
- Analysis of student achievement data
- Curriculum resource acquisition and allocation

Literacy Coach

- Assist educators/staff with curriculum implementation
- Provide coaching regarding curriculum, data, modifications and accommodations for students
- Direct service to groups or individual students
- Demonstration/Co-taught classes
- Informal and formal assessments

ELL Teachers

- Direct services for identified students
- Consultation for curriculum accommodations and informal and formal assessments
- Direct service to groups or individual students

- Co-teach classes

Librarian/Media Specialist

- Consults and assists educators regarding the resources and materials available to supplement instructional programs
- Supports educators and students in the instructional programs

School Psychologist

- Consultation and support to educators, parents, and students on academic, behavioral or social issues
- Consults and assists educators with classroom management techniques, students' behavior, and academic performance
- Visits classrooms to observe student interaction in a classroom setting

Guidance Counselors

- Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
- Works with students on their overall educational plan
- Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
- Talks with parents when necessary

School Adjustment Counselor

- Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement
- Serves as a liaison between homes, schools, and social/community guidelines
- Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth

Behavior Specialists

- Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff
- Provides on-site classroom teaching support related to behavior management
- Develops and provides training for staff and parents

Speech/Language Pathologist and other OT/PT Specialists

- Classroom observation of students
- Teacher consultation regarding appropriate services and implementation of services
- Provides screenings and appropriate services to meet student needs
- Assists in proper referrals to agencies and specialists as appropriate
- Provides information, support, and counseling to parents and families when appropriate

School Nurse

- Implements state-mandated programs such as immunization surveillance and screening programs
- Interprets and manages school health policy
- Develops Individual Nursing Care Plans and Emergency Plans
- Direct service to students
- Communication and consultation to staff
- Communication and consultation with parents, health care provider, and community
- Serves on the SST as needed

Building Based Student Support Teams (SST)

- Review of teacher referred cases

Middle School Curriculum Accommodations

Classroom Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Leveled classes in core subjects at grades 6, 7 and 8
- Team structure at grades 6,7, and 8
- Provide multi-modal presentation and instruction
- Utilize differentiated instruction and assignment
- Reading intervention programs
- Behavioral support services
- Computer labs (with assigned support staffing)
- After school help in core academic subjects
- Standardized (and other) testing data base for data analysis
- Detention, In-School suspension
- Retention or repeating of specific courses
- Student folders and work samples for all core academic areas

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

Administrative Team

- Articulation and modeling of school's vision, mission, and principles
- Supervision of daily program of the school
- Assists in the development, revision, and evaluation of the curriculum and instructional program
- Supervision and evaluation of staff
- Assist educators in improvement of classroom performance
- Assists with establishing and maintaining an effective learning climate in the school
- Development of standards of conduct and action conducive to the effective operation of the school
- Promoting and facilitating teacher/staff collaboration and communication
- Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs

Curriculum Directors

- Assist principals with curriculum and instruction oversight
- Provide professional development with curriculum implementation and modifications
- Analysis of student achievement data- this is done with teams of educators and admin
- Curriculum resource acquisition and allocation

Grade Level Teaching Teams

- Review of MCAS and other performance data
- Conduct discussions of curriculum and instruction accommodations for student needs

ELL Teachers

- Direct services for identified students
- Consultation for curriculum accommodations and informal and formal assessments
- Direct service to groups or individual students

Librarian/Media Specialist

- Consults and assists educators regarding the resources and materials available to supplement instructional programs
- Supports educators and students in the instructional programs

School Psychologist

- Consultation and support to educators, parents, and students on academic, behavioral or social issues
- Consults and assists educators with classroom management techniques, students' behavior, and academic performance
- Visits classrooms to observe student interaction in a classroom setting

Guidance Counselors

- Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
- Works with students on their overall educational plan
- Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
- Talks with parents when necessary

School Adjustment Counselor

- Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement
- Serves as a liaison between homes, schools, and social/community guidelines
- Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth

Behavior Specialists

- Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff
- Provides on-site classroom teaching support related to behavior management
- Develops and provides training for staff and parents

Speech/Language Pathologist and other OT/PT Specialists

- Classroom observation of students
- Teacher consultation regarding appropriate services and implementation of services
- Provides screenings and appropriate services to meet student needs
- Assists in proper referrals to agencies and specialists as appropriate
- Provides information, support, and counseling to parents and families when appropriate

School Nurse

- Implements state-mandated programs such as immunization surveillance and screening programs
- Interprets and manages school health policy
- Develops Individual Nursing Care Plans and Emergency Plans
- Direct service to students
- Communication and consultation to staff
- Communication and consultation with parents, health care provider, and community
- Serves on the SST as needed

Building Based Student Support Teams (SST)

- Review of teacher referred cases

Curriculum Accommodations and Interventions that may be Recommended but are not Limited to Regular Education Students

Physical

Arrange preferred seating
Incorporate stress-release activities
Use visual/auditory aids
Experiment with use of space
Include energizers
Remove distractions

Structural

Use contract learning
Cross grade levels
Develop alternate assignments

Organizational

Experiment with a flexible schedule
Rotate the student's schedule
Include an extended day program
Reduce the student's schedule
Invite parental assistance
Arrange parent workshops
Insist upon frequent progress reports- weekly updates on Edline are required for every student

Remedial

Offer after school supports
Schedule counseling or meetings
Improve parent communication
Find a buddy reader
Arrange peer tutoring
Take advantage of mentoring
Utilize study groups
Provide assistance with note taking

Technology

Incorporate appropriate software
Schedule computer assisted instruction
Provide calculators
Tape record lessons
Offer research assistance
Take advantage of computer labs and/or classroom computers
Arrange email communication
Utilize listening centers

Behavioral

Change seats
Utilize charts
Provide a mentor
Refer parents to appropriate agencies
Provide a set of rewards
Plan parental programs
Adjust classroom management
Provide ongoing positive reinforcement
Use simple corrective measures
Arrange alternative programs

Instruction/Assessment

Give extended time on tests
Peer tutoring

Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual cues
Include transition cues
Provide study guides
Create flashcards
Break down tasks into manageable chunks
Arrange small group instruction
Provide individual help within class
Reduce workload
Make contracts with students
Include tactile activities
Use homework logs
Provide wait time
Provide reference tools
Insist on graphic organizers
Teach test taking strategies and provide practice
Include study skill strategies

High School Curriculum Accommodation

Classroom Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Leveled classes in core subjects
- Strong elective program to meet interest areas and specific needs
- MCAS prep options
- Academic summer program identified for students
- AP courses
- ESL/ELL support
- Computer and internet access through labs and in classrooms
- Extracurricular and contest activities related to academic areas
- After school help in discipline areas
- Retention or repeating of specific courses
- Honors courses in core academic areas
- Detention, In-House supervision
- Service to community
- Individual Student Success Plans for MCAS remediation

- Peer tutoring
- Reading interventions and support
- Standardized (and other) testing data base for data analysis
- Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting
- Administrative Team
- Articulation and modeling of school's vision, mission, and principles
- Supervision of daily program of the school
- Assists in the development, revision, and evaluation of the curriculum and instructional program
- Supervision and evaluation of staff
- Assist educators in improvement of classroom performance
- Assists with establishing and maintaining an effective learning climate in the school
- Development of standards of conduct and action conducive to the effective operation of the school
- Promoting and facilitating teacher/staff collaboration and communication
- Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

Principal

- Articulation and modeling of school's vision, mission, and principles
- Supervision of daily program of the school
- Assists in the development, revision, and evaluation of the curriculum and instructional program
- Supervision and evaluation of staff
- Promoting and facilitating teacher/staff collaboration and communication
- Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs

House Principal

- Assists with establishing and maintaining an effective learning climate in the school
- Assists the principal in the development, revision, and monitoring of the instructional program
- Assist educators in improvement of classroom performance
- Development of standards of conduct and action conducive to the effective operation of the school
- Lead the development of the school handbook designed to define rules and regulations of the school with respect to student behavior

Curriculum Directors/Content Teacher Leaders

- Assist principals with curriculum and instruction oversight
- Provide professional development with curriculum implementation and modifications
- Analysis of student achievement data
- Curriculum resource acquisition and allocation

ELL Teachers

- Direct services for identified students
- Consultation for curriculum accommodations and informal and formal assessments
- Direct service to groups or individual students
- Co-teach classes

Librarian/Media Specialist

- Consults and assists educators regarding the resources and materials available to supplement instructional programs
- Supports educators and students in the instructional programs

School Psychologist

- Consultation and support to educators, parents, and students on academic, behavioral or social issues
- Consults and assists educators with classroom management techniques, students' behavior, and academic performance
- Visits classrooms to observe student interaction in a classroom setting

Guidance Counselors

- Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
- Works with students on their overall educational plan
- Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
- Talks with parents when necessary

School Adjustment Counselor

- Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement
- Serves as a liaison between homes, schools, and social/community guidelines
- Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth

Behavior Specialists

- Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff
- Provides on-site classroom teaching support related to behavior management
- Develops and provides training for staff and parents

Speech/Language Pathologist and other OT/PT Specialists

- Classroom observation of students
- Teacher consultation regarding appropriate services and implementation of services
- Provides screenings and appropriate services to meet student needs
- Assists in proper referrals to agencies and specialists as appropriate
- Provides information, support, and counseling to parents and families when appropriate

School Nurse

- Implements state-mandated programs such as immunization surveillance and screening programs
- Interprets and manages school health policy
- Develops Individual Nursing Care Plans and Emergency Plans
- Direct service to students

- Communication and consultation to staff
- Communication and consultation with parents, health care provider, and community
- Serves on the SST as needed

Physical

Arrange preferred seating
 Incorporate stress-release activities
 Use visual/auditory aids
 Experiment with use of space
 Include energizers
 Remove distractions
 Consider a better student/teacher match

Structural

Change course
 Change instructors
 Use contract learning
 Cross grade levels
 Develop alternate assignments

Organizational

Experiment with a flexible schedule
 Rotate the student's schedule
 Include an extended day program
 Reduce the student's schedule
 Invite parental assistance
 Arrange parent workshops
 Insist upon frequent progress reports

Remedial

Offer after school supports
 Schedule counseling or meetings
 Improve parent communication
 Find a buddy reader
 Arrange peer tutoring
 Take advantage of mentoring
 Utilize study groups
 Provide assistance with note taking

Technology

Incorporate appropriate software
 Schedule computer assisted instruction

Provide calculators
Tape record lessons
Offer research assistance
Take advantage of computer labs and/or classroom computers
Arrange email communication
Utilize listening centers

Behavioral

Change seats
Utilize charts
Provide a mentor
Refer parents to appropriate agencies
Provide a set of rewards
Plan parental programs
Adjust classroom management
Provide ongoing positive reinforcement
Use simple corrective measures
Arrange alternative programs

Instruction/Assessment

Give extended time on tests
Peer tutoring
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual cues
Include transition cues
Provide study guides
Create flashcards
Break down tasks into manageable chunks
Arrange small group instruction
Provide individual help within class
Reduce workload
Make contracts with students
Include tactile activities
Use homework logs
Provide wait time
Provide reference tools
Insist on graphic organizers
Teach test taking strategies and provide practice
Include study skill strategies

Malden Public Schools
 General Education Curriculum Accommodation Plan
 Elementary, Middle, High

Developed by: _____ Date: _____

Student Name: _____ Date of Birth: _____

Curriculum/Instruction/Assessment Strategies	Attempted
Provide multi-modal presentations of materials	
Utilize multiple intelligence/learning style approaches	
Utilize differentiated instruction and assignments	
Develop integrated student work projects related to the curriculum	
Use graphic organizers and other organizing strategies	
Model content area reading strategies	
Reteach and review concepts	
Utilize computer assisted instruction	
Make use of transition cues	
Include study skills strategies	
Have copies of class notes available	
Furnish study guides	
Offer peer teaching and group activities	
Provide individual assistance in the classroom	
Provide challenging projects	
Offer oral/untimed tests	
Develop alternate assessments	
Provide testing modifications (specify:	
Classroom interventions by appropriate school personnel	
Behavioral Intervention Strategies	
Develop student-teacher contracts	
Arrange seating accommodations	
Develop behavior plans	
Include positive reinforcement, incentives, and rewards	
Utilize charts to monitor student expectations	
Adjust classroom management strategies	
Consult with necessary staff (school psychologist, adjustment counselor, special needs staff, etc.)	
Provide for individual and small group counseling 18	

SUGGESTED ACCOMMODATIONS FOR ELL STUDENTS

Language/Instructional Support

Let students discuss in their first language to help clarify and process information
Have teacher/staff member who does speak the student's primary language available at certain points for clarification purposes

Co-Teaching

Say things many ways and repeat them – teach to different learning styles

Have students read, interpret, and put in their own words

Demonstrate activities – Use manipulatives

Use content area materials leveled to the English Language proficiency of students

Provide verbal and written directions

Use realia and visuals

Begin every lesson by identifying and previewing key content vocabulary and concepts

Use groups and peer tutors to support independent work

Allow “wait time” for students to process information

Support language transference by utilizing technology and bilingual dictionaries

Connect new learning and language to background experiences and knowledge or create a “common experience.”

Provide topics or project ideas that applicable to students' lives.

Change the Setting

Reduce distractions by removing clutter or other stimuli

Allow students to work in small groups, alone, or with more space

Let student select best place to work

Change the Scheduling

Examine time of day students are in core subjects

Provide flexible time for learning

Examine length of time on task

Provide appropriate breaks to students

Include Progress Indicators for Students

Have students examine their work with teacher and conference on progress

Have students examine their work with peers to discuss progress

Use checklists to record work – gradual release charts

Chart progress regularly

Allow students opportunities to demonstrate content knowledge orally, visually, or in writing with supports.

MCAS Modifications for ELL Students

- Provide extra time to complete test
- Students are familiar with testing administrator who is qualified to teach ELLs.
- Provide breaks between sessions.
- Slowly and clearly read directions aloud.

- Test in small groups.
- Supply students with DOE approved bilingual word-to-word dictionaries.
- Do not test first year ELLs in ELA, science, and social studies.
- Use the grade 10 bilingual mathematics MCAS for students in the country less than 3 years if literate in Spanish at or near grade level. Ensure teacher who administers test is fluently bilingual in English and Spanish.