

Harvard Public Schools

District Curriculum Accommodation Plan

Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Purpose

The following *District Curriculum Accommodation Plan* for the Harvard Public Schools outlines appropriate services and support that ensures access to the general education program for all students with varied learning styles and needs. Utilizing Teacher Support Teams at both schools, teachers review individual student's needs, ensuring that a variety of intervention methods and support programs are employed before referring a student for a determination of eligibility for special needs services. All options within the regular education program are considered. Through a team approach, educators collaborate with parents to design an appropriate plan for each student's educational progress.

The Teacher Support Team (TST) is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations. This team also serves as a forum for a discussion of students whose presenting needs have not responded to, nor been remediated by, the efforts employed within the general education setting. The forum for discussion for the development and implementation of a variety of strategies/interventions and accommodations takes place via:

- Referral to Teacher Support Team by staff or parent/guardian
- Process of teaching staff, administrators, guidance, and health staff giving suggestions, support, and materials to assist teachers in accommodating students' needs.

Initial meeting suggestions given to teacher(s)

Follow-up session(s) to determine effectiveness of the intervention/strategies previously recommended

Determination of next steps

If the recommended interventions/strategies have not proven to be successful in accommodating the student's needs, next steps may include a referral for determination of eligibility for special education services and/or the need to develop a 504 plan. Only after all known options are explored within the general education programs to assist a student in being successful within the general education curriculum is the eligibility for special education services considered.

Some students' individual needs exceed the available resources within the general education setting and result in a referral for the determination of eligibility for special education services. The information already obtained on the individual student's needs, the results of interventions/strategies already attempted, and all other pertinent information is provided as part of the referral packet.

Organization of the Plan

Since the school district consists of only two buildings, a Pre-Kindergarten through grade 5 elementary school and a grades 6-12 combined middle and high school, the accommodations presented are presented by building, with the two plans comprising a comprehensive district plan.

Harvard Elementary School

Early Childhood Learning and Intervention

- Language-based, integrated preschool program for three to five year olds with access to speech/language therapies, ABA (Applied Behavioral Analysis) therapies, occupational therapies, physical therapies, vision therapies, behavior therapies, and counseling
- Pre-Kindergarten and Kindergarten curriculum incorporates explicit instruction in phonemic awareness and reading readiness skills
- Social skills development in whole-group instruction and center-based activities

Reading and English Language Arts

- Balanced literacy approach in a literacy-rich environment
- Alignment with Massachusetts Curriculum Frameworks, district benchmarks, and assessment results
- K-5 screening of all students using the *DIBELS* (Dynamic Indicators of Basic Early Literacy Skills)
- Ongoing reading intervention program for students identified as being "at-risk"
- Ongoing progress monitoring for students in intervention programs
- Flexible, guided instructional groups in conjunction with shared/paired/independent reading
- Daily read-alouds using a variety of literature
- Variety of multi-level books, readers, big-books, poetry, drama, and nonfiction books in classrooms and libraries
- Integration of informational books aligned to the Science and Social Studies Frameworks
- Phonemic awareness activities with explicit instruction in systematic phonics
- Spelling program integrated with phonics instruction, handwriting, and reading
- Writing integrated thematically across all curriculum areas
- Varied responses to literature in literature circles, student journals, etc.
- Individual instruction in reading based on data analysis

- Access to multi-media in classrooms and media center, with appropriate software for word processing, organizing the writing process, electronic reading and reading assessment, electronic resource materials, including access to the internet, and books on tape

Mathematics

- Integration of *Scott-Foresman Math Program* to supplement Investigations Program
- Concept-based, hands-on, activity-based sequential learning program that integrates Number Sense, Patterns/Relations/Functions, Algebra, Geometry and Measurement, Data Analysis, Statistics, and Probability in a numeracy-rich environment
- Alignment with Massachusetts Curriculum Frameworks, district benchmarks, and assessment results
- Explicit instruction in concepts developed concretely using manipulatives prior to abstract learning
- Manipulatives used to develop critical thinking skills and problem-solving abilities
- Ongoing math intervention program for students identified as being "at-risk"
- Use of quarterly benchmarks, as well as AIMSWEB twice each year for progress monitoring/assessment
- Ongoing progress monitoring for students in intervention programs
- Data-driven, flexible instructional grouping

Student Support Services

- Academic support services available to students on an as-needed basis in English Language Arts and Math during the school day
- Remedial support through the *Wilson Reading Program*
- Test-taking strategies integrated into classroom instruction at all levels with a special focus on open-response questions
- Reading support and reading tutors
- Family/School support services
- Discipline and conflict resolution
- Various school wide extracurricular activities
- Organizational/study skills program
- Guidance services
- Student support plans, 504 Accommodation Plans, Individual Student Success Plans
- Library/media center

Assessment

- Preschool screening for all entering students
- *Rigby Benchmarks K-3*
- *DIBELS* (Dynamic Indicators of Basic Early Literacy Skills) Kindergarten –grade 5
- *QRI* (Qualitative Reading Inventory) as needed
- *Scott-Foresman Math Assessment*

- Assessment data used to drive curriculum and instruction for flexible grouping and need-based grouping
- Ongoing informal and formal assessments are based on teacher observations, checklists, benchmarks, and student work
- Kindergarten Screening using the Early Skills Inventory

MCAS testing in grades 3- 5

- Performance-based assessments at all levels

Parental Involvement

- Home/school communication through Principal Newsletters
- School website to post school communiques
- Active School Council collaboration, PTA
- Invitations to Open House, Parent-Teacher Conferences, Informational Sessions, Curriculum Nights, Field Trips, seasonal Celebrations, etc.
- Parent Volunteer Programs
- Progress Reports and Report Cards sent on schedule

Behavioral Supports

- Adjustment and guidance counselors collaborate with teachers and behavior therapist to develop behavioral standards and goals
- Behavior Therapist available to conduct Functional Behavior Assessments and to develop behavior intervention plans with teachers

Professional Staff Support and Collaboration

- Consultation, modeling, curriculum and professional development provided by curriculum specialists in English Language Arts and Math
- Training in *Project READ*, a structured, phonetic program
- Training of teachers in guided reading and in implementing leveled-book collection techniques
- On-site training of teachers in reading and math by district curriculum specialists
- Establishment of teacher resource libraries
- Academic support staff and teachers share promising practices in collaborative co-teaching experiences
- Teacher Support Teams collaborate/assist teachers with "at-risk" students
- Via committee/grade level meeting time and/or common planning time/common preparation time
- Three full professional development days per year
- Workshops, conferences, seminars available to staff and financially supported by school district
- Professional training for all new district/school initiatives
- Established mentoring program for all new teachers
- New teacher orientation to school and district

- Restraint team available at each building with annual restraint training for all staff
- Professional development for nurses and paraprofessionals
- Crisis Management Team with continued updating of procedures and staff training for implementation

Principal Support

- Meet regularly with the School Council to develop and implement the School Improvement Plan to address the needs of the school
- Promote and monitor the instructional program to meet student and teacher needs
- Assist in planning and professional development
- Coordinate efforts with Special Education and 504 Coordinators regarding accommodations, interventions, and delivery of services
- Schedule and support opportunities for ongoing collaboration and consultation regarding the educational needs of students and teachers, including common planning time
- Hold regular staff meetings and support regular instructional/support meetings
- Assist in scheduling, which facilitates teacher participation in Teacher Support Teams and Special Education Team Meetings
- Collaborate with curriculum leaders and plan for acquisition of teaching materials that address a range of student abilities, interests, and needs
- Regularly evaluate teacher performance relative to the standards for effective instruction
- Collaborate with curriculum leaders in the analysis of *MCAS* results to identify areas that require additional attention as well as students in need of remedial instruction
- Arrange for educational services for homebound/hospitalized students

The Bromfield School Grades 6 — 12

Individual Accommodation/Success Plan for Students

Definition of Accommodations: Tools and procedures in the areas of presentation, response, timing/scheduling, and setting that provide equitable instructional and assessment access for struggling students.

Accommodations increase access to instruction and assessment. The changes are made in order to provide a student with equal access to the curriculum and an equal opportunity to demonstrate their knowledge. Accommodations do not substantially change the instructional level, content, or performance criteria.

Accommodations do not reduce learning expectations.

Any student who is not being successful with the regular method of instruction may need accommodations.

In determining accommodations for student:

1. What are the students' learning strengths?
2. What are the students' learning needs?
3. How do the needs affect the achievement of grade level standards?
4. What does the student require to access curriculum?

Assistive Technology: products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with and without disabilities.

General Accommodations:

Materials/Books/Equipment:

- Access to computer
- Alpha Smart
- Alternative mice: trackball, joystick, touch pad
- Assistive technology: _____
- Books on tape
- Calculator
- Easel, slant board, clipboard to position paper
- Equipment for positioning paper and books
 - o Clipboard
 - o Easel, wedge, slant board
- Large print text
- Locker with an adapted lock
- Magnifying glass, bars, page magnifiers
- Manipulatives
- Modified worksheets
- Number lines
- Pocket dictionary
- Speech to text devices
- Speaking dictionary
- Spell check
- Supplementary visuals
- Tape recorder
- Tools for marking and flagging text: binder tabs, highlighters, post-it notes, etc.

- Word prediction software
- 3Ring personal dictionary for common words

Response/Assessments/Tests:

- Administer tests orally
- Allow oral responses
- Allow one page of notes or note card for use during test
- Allow use of technology
- Alternate tests
- Alternate setting
- Assign a project instead of a test
- Change font on worksheets and tests
- Change time of day
- Divide into more than one administration
- Double-space worksheets and tests
- Extended time
- Limit multiple-choice answers
- Limit matching set
- Allow open book/open notes
- Allow students to orally present words, phrases, sentences in questions, or answer choices
- Pace long term projects
- Preview test procedures
- Provide breaks
- Provide study questions/guide
- Reduced reading
- Rephrase test questions/directions
- Shorten length of test
- Allow the use of a scribe
- Vary testing format (portfolio assessments, authentic assessment, “hands on”)

Grading

- Base grade on ability
- Clearly explain grading criteria for all assignments
- Consider effort or participation as part of grade
- Give extra credit
- No spelling penalty
- Pass/Fail
- Un-timed tests

Organization

- AM/PM check in to organize
- Assign partner
- Assign special projects or give alternative assignments
- Break assignments into smaller segments or tasks
- Check assignment book

- Checklist to check off completed tasks
- Colored folders/binder
- Daily assignment list
- Daily homework list
- Desktop list of tasks/schedule
- Electronic organizers
- Extra space for work
- Give reminders for due dates for long term assignments
- Graphic organizers
- Peer dictates reading assignments on tape recorder
- Pencil box for tools
- Picture schedule
- Post routines
- Post assignments/email/web
- Reduce assignment
- Reformat pages: less information per page
- Sequence the steps in a task by numbering
- Assign a study buddy – study outline
- Teach note-taking, review student notes.
- Weekly home-school communication tool
- Worksheet formats

Setting/Environment:

- Adaptive work space
- Allow student to sit on a ball or stand while working
- Change lighting
- Provide/Allow earplugs/headphones to minimize noise
- Eliminate distracters from desk
- Extra supply of pens, pencils, paper
- Reduces visual stimuli/clutter
- Opportunities for physical activity
- Post daily routine
- Seat in low traffic area / alter physical room arrangement
- Stand near student when instructions are given
- Study carrel
- Transition ahead of the class (structured or minimized transitions)

Behavior Management/Support:

- Allow stretch time
- Assign a safe place for “cooling down” or “regrouping”
- Assign seating.
- Breaks / timers
- Clearly define expectations.
- Chart progress
- Teacher(s) tracks Antecedent-Behavior-Consequence information
- Conduct Functional Behavior Analysis (FBA)

- Contingency plan
- Cue expected behavior
- Daily feedback
- De-escalation strategies
- Develop behavior contract (BIP)
- Emergency plans
- Employ teacher proximity
- Give meaningful rewards
- Hold confidential conference and/or discussion on behavior
- Ignore behavior
- Incorporate movement every 10 minutes into lessons
- Make direct eye contact
- Modeling expected behavior by adults
- Modify student schedule
- Monitor closely during transitions/ use multiple reminders of upcoming transitions or changes in activity
- Monitor playground/lunch room
- Parent/guardian sign homework
- Parent/guardian sign behavioral chart
- Peer support/mentoring
- Positive reinforcement and incentives
- Prearranged cue for the student to leave the room
- Prepare your student for unstructured time
- Present snacks like peanut butter/cheese/cracker
- Provide consistency, stability, and structure
- Provide frequent interaction; use student's name often
- Remind students of rules periodically
- Response cost / point system
- Seat near positive peer model
- Expect/Provide a checklist to help student self monitor behavior
- Teach with games; use computer games
- Positive reinforcement
- Prompt student to use calming or relaxation techniques
- Use non-verbal signals with the student

Presentation/Instructional Strategies:

- Instructional groupings
- Assign study partners
- Cooperative learning groups
- Independent seat work
- Large group or whole class
- Peer tutor
- Student directed small group or peer partners
- Teacher directed small group instruction

Teaching Formats:

- Activity-based lessons
- Computer assisted instruction (smart boards)
- Differentiated Instruction
- Discussion and debate
- Display examples/models
- Display key vocabulary
- Drill/repetition
- Experiential lessons
- Incorporate all learning modalities (visual, tactile, auditory, multi-sensory)
- Incorporate technology into lesson
- Inquiry
- Lecture & demonstration
- Simulations, role playing, group presentations
- Teach explicit study skills

General:

- Check work in progress
- Concrete examples
- Have student restate information
- Immediate feedback
- Monitor assignments
- Oral/visual reminders
- Personalized examples
- Pre-teach content (Prime), pre-teach skills before operations are required.
- Repeat the lesson cycle
- Review sessions
- Use manipulatives
- Use mnemonics
- Utilize prompts and gestures
- Visual reinforcement use overhead and other visuals in oral presentations
- Vocabulary word bank

Specific Accommodations:**Reading:**

- Allow a reading buddy
- Encourage peer tutoring
- Allow variety of student responses
- Books on tape/CD/Audio file
- Eliminate visual distractions on the page
- Emphasize important points
- Encourage student to repeat directions orally
- Enlarged copy of handouts
- Explain phonics rules simply
- Face students for lip reading
- Have student illustrate the plot.

- Have student paraphrase verbally what was read
- Have student read aloud 5 minutes daily
- Highlight key points within written text/material
- Large print materials
- Let student read menus, ads, comics
- Let student tape readings and self-critique
- Make real-life connections
- Multimodality instruction
- Note troublesome words and phrases before the lesson; then directly teach and
 - practice them with the student
 - Paired reading/ echo reading
 - Present new vocabulary visually
 - Pronounce words clearly
 - Provide colored tracking strips
 - Provide study sheets with key phrases highlighted,
 - Read instructions aloud
 - Reduce the amount of text the student reads at one time
 - Review vocabulary daily
 - Sequencing strategies
 - Small group instruction
 - Story frames
 - Story mapping
 - Tape record material/instruction
 - Teach how to find context clues
 - Teach the secrets of root words
 - Use a live reader
 - Use audible reading software
 - Use visuals to add meaning
 - Vary teaching approach
 - “What you need to know” chart

Writing – Written Expression:

- Activity sheets that require minimal writing
- Allow student to give reports orally
- Change paper
 - o Different colors
 - o Different line spacing
 - o Different line colors, thickness
 - o Graph paper
 - o Personal chalkboard or whiteboard
- Change writing utensils
 - o Large primary pencils
 - o Light-weight pens
 - o Different colored pens, pencils, markers
 - o Chubby crayons, markers, grease pencils

- Correction tape, pens, electric eraser
- Do not require copying from board
- Equipment for repositioning the student
 - o Bolster or rolled towel for lumbar support
 - o Blocks, or taped up phone book for feet
 - o Arm guides, arm stabilizers, wrist rests
- Felt/magnetic board with letters
- Finger trace tactile letters
- Graphic organizers
- Group activities with designated “secretary”
- Hard/electronic copy of class notes
- Letter chart taped to desk
- No penalty for handwriting or spelling errors
- Optional marking devices
 - o Stick on name and or subject labels
 - o Name stamp
 - o Automatic numbering stamp
 - o Date stamp
- Oral responses
- Practice writing letters in the air, sand, shaving cream, etc.
- Provide peer note-taker, use carbon paper or photocopy
- Provide resources for word retrieval
 - o 3 ring glossary of unit, picture or written dictionary
 - o Speaking dictionary
 - o Pocket dictionary
- Provide story starters
- Reposition paper
- Scribe
- Separate content, grammar, spelling, punctuation
- Stencils, templates, ruler as line guide
- Talk through letter formation
- Tape paper to desk
- Tape record student thoughts prior to writing
- Teach process writing strategies
- Teach webbing strategies (software)
- Tracing exercises, dot-to-dot
- Allow the use of a keyboard
- Allow the use of finger for spacing strategy
- Utilize content outline with major points in bold
- Allow the use of use of a computer
- Allow the use of the use personal dictionary and thesaurus
- Whiteboard work
- Word processor with spell check or speech output

Mathematics:

- Assign small portions of practice work
- Directly teach math tips
- Drill old and new skills to increase fluency
- Fewer problems on the page
- Graph paper to assist in organizing and lining up math problems
- Let student “talk through” operations
- Provide calculations
- Provide concrete aids: number line, shapes, yardstick, clock, money
- Provide fact tables for reference
- Provide visual displays, graphics or illustrations
- Provide vocabulary definition cards
- Read word problems aloud
- Show the value of math in real life
- Use of calculators: talking, handheld, or one with printout
- Use of math charts / large print worksheets
- Use of computational aids
- Use of concept related songs
- Use of manipulatives to move from concrete to abstract
- Use of mnemonic devices
- Use of tactile numbers and signs
- Use of variables every day

Science & Social Studies:

- Content vocabulary cards with graphics
- Flexible scheduling/assignments
- Teacher or student: Highlight instructions
- Increase white space on pages
- Interface lab equipment with computer
- Know student reading levels
- Let student show what he/she knows
- Provide content outlines, study guides
- Repeat old and new concepts
- Require fewer assignments
- Substitute projects for written work
- Test content knowledge
- Have students use a use a lab partner
- Use simple clear words to explain concepts
- Video to support text

Language Processing Challenges:

- Give written directions to supplement verbal directions.
- Slow the rate of presentations.
- Paraphrase information.
- Keep statements short and to the point.
- Avoid use of abstract language such as metaphors, idioms, and puns.
- Keep sentence structures simple.
- Encourage feedback from student to check for understanding.
- Familiarize student with new vocabulary before beginning the lesson.
- Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- Alert student's attention before expressing key points.
- Ensure the readability levels of the textbooks are commensurate with the student's language level.
- Utilize visual aids such as charts and graphs.
- Utilize manipulative, hands-on activities whenever possible.
- Always demonstrate how new materials relate to previously learned information.
- Cue students by calling their names before asking questions.

References/Resources

"Is Special Education the Right Service? A Technical Assistance Guide."
Massachusetts Department of Education, Working Draft March 2001.

Differentiating Instruction for Students with Disabilities: Best Practices for
General and Special Educators. Bender, 2008 (Corwin Press).

Response to Intervention: A Practical Guide for Every Teacher. Bender &
Shores, 2007 (Corwin Press).

Reading and English Language Arts

- Alignment with Massachusetts Curriculum Frameworks, district benchmarks, and assessment results
- **Ongoing reading intervention program for students identified as being "at-risk."**
- Ongoing progress monitoring for students in reading and/or math intervention programs
- Flexible, guided instructional groups in conjunction with shared/paired/independent reading
- **Writing integrated across all curriculum areas**
- Varied responses to literature
- Access to multi-media in classrooms and media center, with appropriate software for word processing, organizing the writing process, electronic reading and reading assessment, electronic resource materials, including access to the internet, and books on tape

- Literature-based English Language Arts program that integrates reading, speaking, writing, listening, and viewing
- Seven years of English Language Arts with four years of English with course selection at three levels of study: College Prep, Honors, AP

Mathematics

- Concept-based, hands-on, activity-based sequential learning program that integrates Number Sense, Patterns/Relations/Functions, Algebra, Geometry and Measurement, Data Analysis, Statistics, and Probability in a numeracy-rich environment
- Alignment with Massachusetts Curriculum Frameworks, district benchmarks, and assessment results
- Explicit instruction in concepts developed concretely using manipulatives prior to abstract learning
- Written responses to open-response questions on a weekly basis
- Seven years of math with course selection at grades 9-12 at College Prep, Honors, AP

Student Support Services

- Academic support services available to students on an as-needed basis in ELA and Math during the school day
- Remedial support through the *Wilson Reading Program*
- Test-taking strategies integrated into classroom instruction at all levels with a special focus on open-response questions
- **Reading support and reading tutors**
- Various school wide extracurricular activities
- Activities, Interscholastic/Intramural Sports, Athletics
- Student Recognition Assemblies
- Organizational and study skills program
- Guidance services
- Student support plans, 504 Accommodation Plans, Individual Student Success Plans
- Library/media center
- Summer Academic Support Services
- Peer mentoring
- Advanced Placement courses
- Extra-help tutorials
- Peer tutors/Teacher extra help sessions
- Academic Support Center throughout the school year
- Instructional Technology Help Desk
- Health and Wellness Services

Assessment

- Assessment data used to drive curriculum and instruction for flexible grouping and need-based grouping

- Ongoing informal and formal assessments are based on teacher observation, checklists, benchmarks, and student work
- *MCAS* testing in grades 6 – 8, 10
- Ongoing analysis of *MCAS* tests using *Test Wiz*
- Testing site (*SATs/PSATs*)
- Mid-term progress reports and end-of-term report cards

Parental Involvement

- Home/school communication through Principal Newsletters
- School website to post school communication
- Active School Council collaboration, PTA
- Invitations to Open House, Parent-Teacher Conferences, Informational Sessions, Curriculum Nights, Field Trips, seasonal Celebrations, etc.
- Parent Volunteer Programs
- Progress Reports and Report Cards sent on schedule

Behavioral Supports

- Guidance counselors collaborate with teachers and behavior therapist to develop behavioral standards and goals
- Behavior Therapist available to conduct Functional Behavior Assessments and to develop behavior intervention plans with teachers as well as consult to instructional staff

Professional Staff Support and Collaboration

- Consultation, modeling, curriculum and professional development provided by curriculum specialists in English Language Arts and Math
- **Teacher Support Teams collaborate/assist teachers with "at-risk" students**
- Via committee/grade level meeting time and/or common planning time/common preparation time
- Three full professional development days per year
- Workshops, conferences, seminars available to staff and financially supported by school district
- Professional training for all new district/school initiatives
- Established one-on-one mentoring program for all new teachers
- New teacher orientation to school and district
- Restraint-trained professionals available at each building with annual positive behavioral support training for all staff
- Professional development for nurses and paraprofessionals
- Crisis Management Team with continued updating of procedures and staff training for implementation

Principal Support

- Meet regularly with the School Council to develop and implement the School Improvement Plan to address the needs of the school
- Promote and monitor the instructional program to meet student and teacher needs
- Assist in planning and professional development
- Coordinate efforts with Special Education and 504 liaisons regarding accommodations, interventions, and delivery of services
- Schedule and support opportunities for ongoing collaboration and consultation regarding the educational needs of students and teachers, including common planning time
- Hold regular staff meetings and support regular instructional/support meetings
- Assist in scheduling, which facilitates teacher participation in Teacher Support Teams and Special Education Team Meetings
- Collaborate with curriculum leaders and plan for acquisition of teaching materials that address a range of student abilities, interests, and needs
- Regularly evaluate teacher performance relative to the standards for effective instruction
- Collaborate with curriculum leaders in the analysis of *MCAS* results to identify areas that require additional attention as well as students in need of remedial instruction
- Arrange for educational services for homebound/hospitalized students

District-Wide Administrative Team Support

- Regularly review and update school and district policies
- Coordinate ongoing curriculum review processes, with attention to aligning with Massachusetts curriculum frameworks
- Meet to establish/review goals for the district, coordinate school planning processes, maintain focus on state and federal regulations and requirements, plan for needed resources and professional development through effective budgeting practices
- Continue efforts and support to reduce class size and instructional student/ teacher ratios
- Coordinate and support the professional development program to strengthen instruction for diverse learners
- Coordinate the implementation of district curriculum initiatives
- Coordinate with the Department of Special Education Services to provide ongoing training focusing on **IDEA 2004, 504 Accommodation Plans, and DCAP**

- Analyze and present *MCAS* data using *Test Wiz*, to collaborate in the action planning process for the improvement of student learning
- Coordinate student support services planning to identify strategies to help "at-risk" students in the district