

HOLYOKE 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 teachers 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 Holyoke 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 Holyoke Public Schools DCAP was developed and refined through several 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 teachers in analyzing and accommodating the individual needs of students. Additionally, there is a list of sample strategies and other actions from which teachers 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 teachers, 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 Holyoke Public School District has Building Based Support Teams (BBST) in place for each of the schools. These teams serve as a support to teachers/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 BBST. At the conclusion of the BBST process, unresolved student concerns may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers/Staff in the Holyoke Public 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 teachers/staff
- Building literacy teams
- Districtwide Kindergarten screening
- System for collecting student work and assessing progress over time
- Curriculum and instructional activities that address varied learning styles

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

Vice 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 teachers 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 Coordinators

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

ELA/Math Coaches

Assist teachers/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

ESL/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 teachers regarding the resources and materials available to supplement instructional programs
Supports teachers and students in the instructional programs

School Psychologist

Consultation and support to teachers, parents, and students on academic, behavioral or social issues
Consults and assists teachers 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

Outreach Worker

Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities
Provides outreach to families
Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

Family Liaisons

Refer parent questions to appropriate school personnel
Assist in coordination of family workshops
Encourage family participation in school
Foster continuous home/school contact and involvement
Arrange transportation and coordinate child care for parent activities

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 BBST as needed

School Resource Officer

Police department liaison
Provide consultation and support to school, students, and parents
Make appropriate referrals to agencies when necessary

Building Based Support Teams (BBST)

Review of teacher referred cases

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

Middle School Curriculum Accommodation

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
- Strong elective program for exploration and specific curriculum enhancement, including remediation, enrichment, and acceleration
- Reading intervention programs
- Behavioral support services
- Writing portfolio system
- Computer labs (with assigned support staffing)
- After school help in core academic subjects
- Saturday School
- Individual Student Success Plans (ISSP's) for all students who score below 220 on any MCAS assessment
- 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 teachers 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 Coordinators

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

ELA/Math Coaches

Assist teachers/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

Grade Level Teaching Teams

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

ESL/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 teachers regarding the resources and materials available to supplement instructional programs
Supports teachers and students in the instructional programs

School Psychologist

Consultation and support to teachers, parents, and students on academic, behavioral or social issues
Consults and assists teachers 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

Outreach Worker

Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities

Provides outreach to families

Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

Family Liaisons

Refer parent questions to appropriate school personnel

Assist in coordination of family workshops

Encourage family participation in school

Foster continuous home/school contact and involvement

Arrange transportation and coordinate child care for parent activities

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 BBST as needed

School Resource Officer

Police department liaison

Provide consultation and support to school, students, and parents

Make appropriate referrals to agencies when necessary

Building Based Support Teams (BBST)

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
- Consider a better student/teacher match

Structural

- Change teams
- 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

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 teachers 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 Coordinators/Department Chairs

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

ELA/Math Coaches

Assist teachers/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

ESL/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 teachers regarding the resources and materials available to supplement instructional programs
Supports teachers and students in the instructional programs

School Psychologist

Consultation and support to teachers, parents, and students on academic, behavioral or social issues
Consults and assists teachers 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

Outreach Worker

Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities
Provides outreach to families
Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

Family Liaisons

Refer parent questions to appropriate school personnel
Assist in coordination of family workshops
Encourage family participation in school
Foster continuous home/school contact and involvement
Arrange transportation and coordinate child care for parent activities

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 BBST as needed

School Resource Officer

Police department liaison
Provide consultation and support to school, students, and parents
Make appropriate referrals to agencies when necessary

Building Based Support Teams (BBST)

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
- 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

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

Developed by: _____

Date: _____

Student Name: _____

Date of Birth: _____

Curriculum/Instruction/Assessment Strategies	
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	

Organizational Strategies	
Use agenda system	
Help students organize notebook or provide folder to organize work	
Develop a flexible/modified schedule	
Utilize flexible grouping	
Utilize team/cooperative teaching	
Utilize contract learning	
Implement a progress reporting system	
Consult and co-plan by grade level or department team	
Remind students about long-term assignments	
Break long-term assignments into smaller units building to larger outcome	
Intervention/Remedial/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	
Unique Accommodations	

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
- Team 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
- Post directions so students can refer back to them – artifacts
- 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
- Have bilingual dictionaries available

Change the Topic

- Make the topic more familiar to student's background and/or life experience

Change the Product

- Divide assignments into manageable chunks
- Allow student to complete assignments both orally and/or written – when appropriate
- Make assignments familiar and personal to students

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

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.
- Provide ELLs with 504 plans or IEPs the appropriate accommodations approved in the *Principal's Administration Manual* for MCAS.