

RALPH WHELOCK SCHOOL CURRICULUM ACCOMMODATION PLAN

Mission Statement

It is the goal of the Wheelock School to provide a loving, supportive and nurturing environment in which learning can take place. We believe that this occurs when the home, school and community join efforts to provide for the needs, capabilities and individual differences of each child.

District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (DCAP)

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet 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 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, 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.

School Council and District Accommodation Plan, Ch. 71 Section 59C Amended Language

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q 1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan.

Purpose of DCAP

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAP) to help ensure all efforts have been made to meet students' needs in regular education. The plan should encompass efforts as follows:

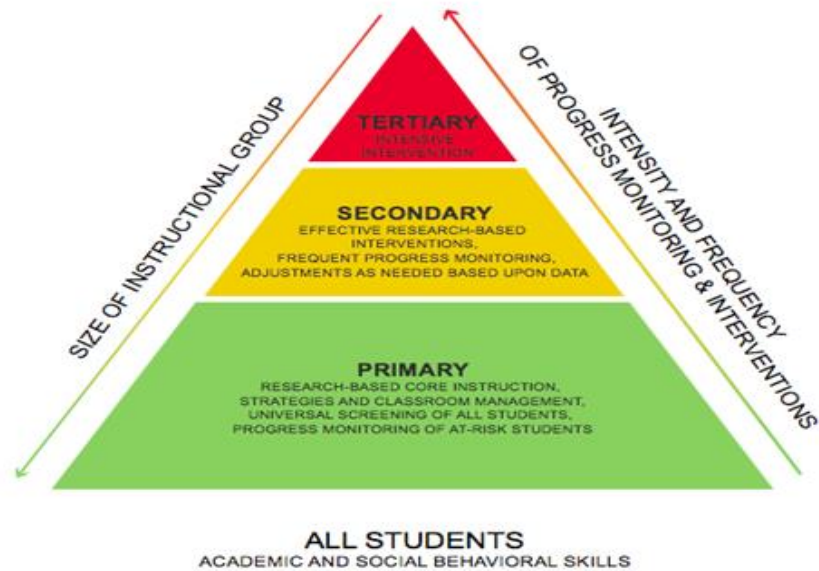
- *Analysis of diverse learning styles within the regular classroom;*
- *Accommodations to meet needs of the diverse learning styles within a regular education class;*
- *Provision of appropriate services and support within the regular education classroom;*
- *Services to address the needs of children whose behavior may interfere with learning;*
- *Encouragement of parental involvement in their children's education;*
- *Encouragement of teacher mentoring and collaboration;*
- *Assistance to regular education staff through professional development and collaboration*

This Curriculum Accommodation Plan details procedures, programs and support plans already available and implemented with the individual schools of the Medfield Public School District. Principals in consultation with faculty and school council members formulated specific Curriculum Accommodation Plans at each school building. As these plans are developed and revised, the information should prove to be helpful to support improved academic achievement for all students.

Teacher Support/Response to Intervention Team (TST/RTI)

TST/RTI is a regular education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the TST/RTI include the Principal, a regular education classroom teacher, specialists, a guidance counselor, and other building personnel determined by the principal.

Tiered Intervention



A Response to Intervention (RTI) model includes three tiers, with the most intensive interventions implemented at the uppermost tier.

Tier 1: Primary Level

This level represents general classroom instruction in which highly qualified educators apply scientifically based programs, interventions, and strategies. Student progress is monitored regularly to track progress and differentiate instruction.

Tier 2: Secondary Level

About 15% of the students in any school experience significant difficulty in the general education setting. Results from assessments taken in Tier 1 may suggest these students are at risk for academic difficulties. If so, Tier 2 targeted interventions are applied within the general education classroom to help these students catch up to their peers. Progress is monitored frequently to gauge how well students are responding to the interventions, and to aid in decision making about each student's educational path.

Tier 3: Tertiary Level

If students do not respond well to Tier 2 interventions applied within the general education classroom or with the reading or math specialists, they may be referred for intensive, one-on-one interventions or special education services at Tier 3. Approximately 3-5% of a school's population is included at this level.

***Student And Program Supports
Grades 2 and 3***

- Math and Reading Support
- ELL Support
- Computer-Assisted Instruction
- Social Competency Programs
 - *Good Character Program*
 - *Open Circle*
- Individual and Group Counseling
 - *Guidance Counselor*
 - *Psychologist*

Professional Development/Resources for Wheelock Staff

- Induction/Mentor Program
- Content Specialists
- Ongoing Research and Development
- Curriculum Committees
- Summer Curriculum Work
- Technology Training
- Contractual Course work Reimbursement
- Study Groups
- Grade Level Meetings
- Department and Faculty Meetings

Encouragement of Parental Involvement

- School Advisory Council
- Community School Association (CSA)
- Superintendent Parent Advisory Council
- Principal's Coffee
- Special Education Parent Advisory Council (SEPAC)
- Parent Information Night (PIN)
- School Transition Meetings
- Websites/Blogs (District, School and Teacher)
- Newsletter
- Thursday Packets (Website)
- Parent Education Opportunities
- Informational Sessions for Parents

Intervention Category	Intervention Sub-Category	Student Accommodations
CLASSROOM ASSESSMENT	Administration	<ul style="list-style-type: none"> • Clarify directions • Test in alternative location • Permit breaks during testing • Extend time • Monitor test progress • Provide incremental testing • Set time limits • Modify pacing • Provide wait time
	Alter Visual Presentation	<ul style="list-style-type: none"> • Write directly on test • Use additional white space • Special lined paper • Bold or underline key words • Highlight or color code material • Provide larger print • Provide lines on test
	Assistive Technology	<ul style="list-style-type: none"> • Slant Board • Pencil Grip • Reading Tracker • Word processing • Calculator • Alpha-Smart • Audio Books • Kurzweil
	Format	<ul style="list-style-type: none"> • Fill-In-the-Blanks: (blanks at the end of the sentence) • Short answer rather than essay • Fewer answer choices (multiple choice and matching) • Reduced number of items/problems • Simplified directions • Chunking • Simplified vocabulary • Alternative assessments (oral, project, performance) • Easier numbers
	Reference Tools	<ul style="list-style-type: none"> • Calculator • <i>Quick Words</i> • Word Wall • Hundreds chart • Touch Math strips • Alphabet strips • Reference sheet • Multiplication chart

		<ul style="list-style-type: none"> • Word banks • Study guides • Dictionaries • Graphic organizers
	Other	<ul style="list-style-type: none"> • Quiz or test corrections • Retakes for tests and quizzes

Intervention Category	Intervention Sub-Category	Student Accommodations
INSTRUCTION	Additional Instruction	<ul style="list-style-type: none"> • Recess help • Extra review and practice • Drill and practice
	Alter Visual Presentation	<ul style="list-style-type: none"> • Display fewer items per page • Include visuals • Vary format • Bold, underline, highlight • Provide lines/boxes on test
	Assistive Technology	<ul style="list-style-type: none"> • Special lined paper • Slant board • Pencil grip • Reading tracker • Word processing • Calculator • Alpha-Smart • Audio books • Kurzweil
	Emphasize Main Ideas	<ul style="list-style-type: none"> • Highlight • Repeat • Bold
	Model	<ul style="list-style-type: none"> • Provide examples of end products • Provide examples/non-examples • Demonstrate processes
	Monitor	<ul style="list-style-type: none"> • Cue student • Check progress • Circulate • Check for understanding
	Pacing	<ul style="list-style-type: none"> • Extend time • Chunk information • Provide wait time • Set limit • Allow breaks
		<ul style="list-style-type: none"> • Vary lesson activities

	Presentation	<ul style="list-style-type: none"> • Connect to prior knowledge • Use multi-sensory input • Preview the lesson • Provide wait time
	Resources	<ul style="list-style-type: none"> • Checklists • Rubrics • Graphic organizers • Mnemonic aids • Extra textbook • Manipulatives
	Other	<ul style="list-style-type: none"> • Preferential Seating

Intervention Category	Intervention Sub-Category	Student Accommodations
BEHAVIORAL/ EMOTIONAL	Additional Services	<ul style="list-style-type: none"> • Psychological services • Behavioral services • Guidance Counselor check-In
	Behavior Modifications	<ul style="list-style-type: none"> • Plans • Checklists • Contracts • Charts • Incentives • Rewards • Verbal/written feedback
	Classroom Management	<ul style="list-style-type: none"> • Clearly defined expectations • Routines • Breaks, as needed • Cueing behavior • Sensory breaks • Classroom behavior management plans
	Transitions	<ul style="list-style-type: none"> • Directions • Visual schedules • Advanced notifications for change of daily routines • Leaving early

Intervention Category	Intervention Sub-Category	Student Accommodations
	Monitor Management of Material	<ul style="list-style-type: none"> • HUG Folders • Student Planners/Agendas • Backpacks

ORGANIZATION	Time Management Tools	<ul style="list-style-type: none"> • Break down assignments • Provide incremental due dates
	Tools	<ul style="list-style-type: none"> • Checklist • Label • Color Code • Provide extra set of books at home