

FRAMINGHAM PUBLIC SCHOOLS

**DISTRICT
CURRICULUM ACCOMMODATION PLAN
(DCAP)**

Updated February 2010

**FRAMINGHAM PUBLIC SCHOOLS
FRAMINGHAM, MA**

District Curriculum Accommodation Plan

The Framingham Public Schools ensures that every effort is made to meet individual students' needs within the regular education program. This District Curriculum Accommodation Plan is designed to assist principals and teachers meet the needs of diverse learners in the general education program. The plan will 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 general education program. This assistance will include, but not be limited to,

- Direct and systematic instruction in reading
- Provision of services to address the needs of children whose behavior may interfere with learning
- Teacher mentoring and collaboration
- Parent involvement

A variety of data sources are used to analyze students' learning needs, including, but not limited to:

- MCAS
- MEPA
- District Common Assessments in Mathematics (K-8)
- Measures of Academic Progress (MAP)
- Children's Progress
- Clay's Observation Survey (K)
- GRADE (3-8)

End of year expectations have been established in all subjects at all grades. This information is available to parents and to the community on the Framingham Public Schools website.

The Framingham Public Schools has an active mentoring program for teachers new to the system. Mentor training is provided annually in a graduate course format. New teachers attend a three-day orientation in August of each year. Mentors meet with new staff members on a regular basis, keeping a log of all activities.

The district professional development program includes release time, job embedded action research, common planning time, study groups, consultations and graduate courses. The district offers approximately 40 graduate courses each year on current content and pedagogical issues. In addition, DESE required courses on supporting ELL students are offered annually, taught by staff members who are certified by the Department of Elementary and Secondary Education. Graduate credit is offered through partnerships with Cambridge College and Framingham State College.

ELEMENTARY CURRICULUM ACCOMMODATIONS

Personnel Resources That May Provide Specific Consulting/Support/Intervention in the Regular Education Setting

- Guidance Counselors: Liaison between home and school, parent and teacher support and consultation; direct services to groups or individual students; formal assessments.
- McKinney Vento Supportive Schools Program Coordinator: parent and teacher support and consultation
- Content Specialists: Teacher consultation for curriculum accommodations, screening and informal and formal assessment, direct services to groups or individual students, demonstration lessons, co-taught lessons.
- OP/PT/Speech/Language Specialists: Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- Librarian: Consultation with teachers regarding resources, support for enrichment/research
- Nurses: Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening; develop and manage a health care plan.
- School Psychologist: Teacher consultation, referrals, formal evaluations; direct services to groups or individual students.
- Director of Bilingual Education: Consultation to staff, classroom observations, staff training
- ELL Curriculum Specialist: Consultation to staff, classroom observations, staff training
- SET Team: Review of staff, principal, and parent referred cases
- Principal: Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy, facilitating staff; collaboration and communication.
- Safety Officer: Police Department liaison, individual student or parent support and consultation, referral where appropriate
- School Social Worker: Provides teacher consultation, support to student and families, liaison for social/community agencies; direct services to groups or individual students; formal assessments.
- Director of Equity and Achievement: Consultation to staff, communication and consultation with parents, staff training
- SAGE Teacher/Department Chair: Consultation to staff, staff training, formal screening
- Title I teachers: Consultation with staff, formal and informal assessment, support to student and families, communication with parents, staff training
- Technology Assistants: Support with hardware and software.

Elementary Modifications of Curriculum, Teaching Strategies, Assessments, Environments, and Materials

Curricula and instruction are geared to the individual student's needs and respect cultural and linguistic differences. Accommodations include, but are not limited to, the following:

Curriculum/Instruction/Assessment Strategies

- Include active and varied participatory learning activities.
- Provide ongoing modifications of tasks, skills, and materials.
- Utilize developmentally appropriate, culturally and linguistically sensitive materials.
- Provide multi-modal presentations of materials.
- Differentiate instruction and assessments.
- Repeat or re-teach concepts.
- Pre-teach concepts.
- Offer peer teaching/group activities.
- Model content area reading strategies.
- Include study skills strategies.
- Use transition cues.
- Develop teacher-student contracts.
- Utilize technology/computer-assisted instruction.
- Offer oral/un-timed testing.
- Use multiple intelligence/learning style approaches.
- Model use of graphic organizers.
- Provide manipulatives.
- Create flashcards.
- Break down tasks.
- Use a variety of grouping strategies including flexible skills groups.
- Use a wide variety of curricular and instructional materials.
- Institute a clear structure for class activities with a limited number of instructions for task completion.
- Provide clear teacher expectations for student performance.
- Provide wait time.
- Include oral and visual directions for assignments; visual, auditory, and tactile prompts.
- Allow additional time for completion of tasks.
- Use a variety of teaching approaches, such as multi-sensory activities, small group activities, use of assistive technology, and electronic resources.
- Accommodate preferential seating or other room design modifications.
- Provide timely and specific feedback about student performance.
- Provide calculators.
- Utilize Student Support Team meetings.
- Utilize listening centers.
- Invite parental assistance.
- Arrange parent workshops.
- Arrange e-mail communication with parents.
- Use data from Math Common Assessments to differentiate instruction.

Behavioral Intervention Strategies

- Arrange physical space/materials to minimize disruptive movement.
- Arrange seating accommodations.
- Develop student/teacher contracts.
- Develop behavioral plans.
- Include positive reinforcement/incentives/rewards.
- Utilize charts and graphs to monitor expectations.
- Reinforce desired student behaviors.
- Adjust classroom management strategies.
- Facilitate parent support/communication.
- Consult with school psychologist, social worker, guidance counselor; special needs staff, and other specialists.
- Implement individual and small group guidance counseling.
- Consult with outside or district specialists.
- Develop and implement a behavior modification chart.

MIDDLE SCHOOL CURRICULUM ACCOMMODATIONS

Personnel Resources That May Provide Specific Consulting/Support/Intervention in the Regular Education Setting

- Guidance Counselors: Liaison between home and school, parent and teacher support and consultation, direct services to groups or individuals; formal assessments; MCAS improvement plan accommodations.
- Content Specialists: Teacher consultation for curriculum accommodations, screening and informal and formal assessment, direct services to groups or individual students, demonstration lessons, co-taught lessons.
- OP/PT/Speech/Language Specialists: Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- Librarian: Consultation with teachers regarding resources, support for enrichment/research.
- Director of Equity and Achievement: Consultation to staff, communication and consultation with parents, staff training
- Nurses: Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening; develop and manage a health care plan.
- School Psychologist: Teacher consultation, referrals, formal evaluations; direct services to groups or individual students.
- ELL Department Head: Consultation to staff, classroom observations, staff training.
- SET Team: Review of staff, principal, and parent referred cases.
- Administrative Team: Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering philosophy of accommodation.
- Safety Officer: Police Department liaison, individual student or parent support and consultation, referral where appropriate.
- School Social Worker: Provides teacher consultation, support to student and families, liaison for social/community agencies; direct services to individuals or groups.
- SAGE Teacher/Department Chair: Consultation to staff, staff training, formal screening; direct services to students.
- Technology Assistants: Support with hardware and software.

Middle School Modifications of Curriculum, Teaching Strategies, Assessments, Environments, and Materials

Curricula and instruction are geared to the individual student's needs and respect cultural and linguistic differences. Accommodations include, but are not limited to, the following:

Curriculum/Instruction/Assessment Strategies

- Arrange preferential seating
- Active and varied participatory learning activities
- Ongoing accommodations of tasks, skills, and materials
- Develop alternative assessments.
- Developmentally appropriate, culturally and linguistically sensitive materials
- Use multi-modal presentations of materials
- Differentiated instruction and assessments
- Repeat or re-teach concepts
- Pre-teach concepts
- Offer peer teaching/group activities
- Incorporate content area reading strategies
- Include study skills strategies.
- Teach note-taking skills.
- Teach and provide practice of test taking strategies
- Use transition cues.
- Develop teacher-student contracts.
- Utilize technology/computer-assisted instruction.
- Offer oral/un-timed testing.
- Identify student's learning style.
- Provide effective study guides.
- Create flashcards.
- Break down tasks.
- Use multiple intelligence/learning style approaches
- Model use of graphic organizers
- Use a variety of grouping strategies including flexible skills groups
- Use a wide variety of curricular and instructional materials.
- Institute a clear structure for class activities with a limited number of instructions for task completion.
- Utilize study groups.
- Provide clear teacher expectations for student performance.
- Include oral and visual directions for assignments; visual, auditory, and tactile prompts.
- Provide reference tools.
- Allow additional time for completion of tasks.
- Provide calculators.
- Provide manipulatives.
- Reduce workload.

- Provide wait time.
- Tape record lessons.
- Utilize listening centers.
- Use a variety of teaching approaches, such as multi-sensory activities, small group activities, use of assistive technology, and electronic resources.
- Accommodate preferential seating or other room design modifications.
- Provide timely and specific feedback about student performance.
- Invite parent assistance.
- Arrange parent workshops.
- Arrange e-mail communication with parents.
- Utilize peer tutoring.
- Utilize SET process.
- Use data from Math Common Assessments to differentiate instruction.

Behavioral Intervention Strategies

- Arrange physical space/materials to minimize disruptive movement.
- Remove distractions.
- Arrange seating accommodations.
- Incorporate energizers and stress-release activities.
- Develop student/teacher contracts.
- Develop behavioral plans.
- Include positive reinforcement/incentives/rewards.
- Provide on-going positive reinforcement.
- Utilize charts and graphs to monitor expectations.
- Reinforce desired student behaviors.
- Adjust classroom management strategies.
- Provide a mentor.
- Provide frequent progress reports.
- Facilitate parent support/communication.
- Consult with school psychologist, social worker, guidance counselor; special needs staff, and other specialists.
- Implement individual and small group guidance counseling.
- Plan parental programs.
- Consult with outside and district specialists.
- Develop and implement a behavior modification chart.

HIGH SCHOOL CURRICULUM ACCOMMODATIONS

Program and Structure Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Leveled classes in core subjects at grades 9-12
- Strong elective program for exploration and to meet interest areas
- Foreign Language Lab
- Vocational courses offered in Business, Family & Consumer Science, and Industrial Technology.
- MCAS prep options including tutoring
- Dual enrollment options
- Academic summer school programs
- AP courses
- ESL support
- Independent study
- Extracurricular and contest activities related to academic areas
- Honors courses in core academic areas
- After school help in all disciplines
- Academic Development Center (ADC) for extra help
- Developmental reading evaluations and support
- Resiliency for Life (RFL) Program
- Community Service Learning
- Student Support Teams and SET Plans
- Homework Club
- Saturday School
- Mazie Mentoring Program: Mentors from private businesses and other community organizations are trained to implement this program.
- Step Up To Excellence Program: FHS staff are mentors to students
- Thayer Campus Alternative HS: smaller setting designed to provide a more personalized and structured experience for students.

Personnel Resources That May Provide Specific Consulting/Support/Intervention in the Regular Education Setting

- Guidance Counselors: Liaison between home and school, parent and teacher support and consultation; formal assessments; direct services to groups and individual students.
- OP/PT/Speech/Language Specialists: Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- Librarian: Support for student research, teacher and student consultation about curriculum resources
- Director of Equity and Achievement: Consultation to staff, communication and consultation with parents, staff training
- Nurses: Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening; develop and manage a health care plan.
- School Psychologist: Teacher consultation, referrals, formal evaluations; direct services to groups and individual students.
- Department Chairs: Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation.
- ELL Department Head: Consultation to staff, classroom observations, staff training.
- SET Team: Review of staff, principal, and parent referred cases.
- Assistant Principal/Principal: Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering philosophy of accommodation.
- Safety Officer: Police Department liaison, individual student or parent support and consultation, referral where appropriate.
- School Social Worker: Provides teacher consultation, support to student and families, liaison for social/community agencies.
- SAGE Department Head: Consultation to staff, staff training, formal screening
- Technology Assistants: support to both staff and students with hardware and software.
- RFL Coordinator: Consultation to staff.
- Mazie Mentoring Coordinator: Consultation to staff.

High School Modifications of Curriculum, Teaching Strategies, Assessments, Environments, and Materials

Curricula and instruction are geared to the individual student's needs and respect cultural and linguistic differences. Accommodations include, but are not limited to, the following:

Curriculum/Instruction/Assessment Strategies

- Arrange preferential seating
- Active and varied participatory learning activities
- Modify tasks, skills, and/or materials
- Develop alternative assessments.
- Use developmentally appropriate, culturally and linguistically sensitive materials
- Use multi-modal presentations of materials
- Differentiated instruction and assessments
- Repeat or re-teach concepts
- Pre-teach concepts
- Offer peer teaching/group activities
- Incorporate content area reading strategies
- Include study skills strategies.
- Teach note-taking skills.
- Teach and provide practice of test taking strategies
- Use transition cues.
- Develop teacher-student contracts.
- Utilize technology/computer-assisted instruction.
- Offer oral/un-timed testing.
- Identify student's learning style.
- Provide effective study guides.
- Break down tasks.
- Use multiple intelligence/learning style approaches
- Use graphic organizers
- Use a wide variety of curricular and instructional materials.
- Institute a clear structure for class activities with a limited number of instructions for task completion.
- Utilize study groups.
- Provide clear teacher expectations for student performance.
- Include oral and visual directions for assignments; visual, auditory, and tactile prompts.
- Provide reference tools.
- Allow additional time for completion of tasks.
- Provide calculators.
- Reduce workload.
- Provide wait time.
- Tape record lessons..
- Accommodate preferential seating or other room design modifications.
- Provide timely and specific feedback about student performance.
- Encourage peer tutoring.
- Develop weekly or once per cycle progress reports or contracts with students.

Behavioral Intervention Strategies

- Arrange physical space/materials to minimize disruptive movement.
- Remove distractions.
- Arrange seating accommodations.
- Incorporate energizers and stress-release activities.
- Develop student/teacher contracts.
- Develop behavioral plans.
- Include positive reinforcement/incentives/rewards.
- Provide on-going positive reinforcement.
- Utilize charts and graphs to monitor expectations.
- Reinforce desired student behaviors.
- Adjust classroom management strategies.
- Provide a mentor.
- Provide frequent progress reports.
- Facilitate parent support/communication.
- Consult with school psychologist, social worker, guidance counselor, special needs staff.
- Implement individual and small group guidance counseling.
- Plan parental programs.