



# **GEORGETOWN PUBLIC SCHOOLS**

## **DISTRICT CURRICULUM ACCOMODATION PLAN (DCAP)**

**SCHOOL YEAR 2014-2015**

*Ms. Carol Jacobs, Superintendent of Schools*





# Georgetown Public Schools

*Excellence & Equity for Every Child*

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## **Georgetown Public Schools District Curriculum Accommodation Plan (DCAP)**

### **Introduction**

This document is an instructional guide for teachers and administrators. Its use ensures a system-wide, uniform approach to the process of: a) identifying general education students with specific learning needs, b) selecting and utilizing accommodations focused on student improvement and achievement, and c) assisting in the implementation of state law, Chapter 71, Section 38Q1/2.

The spirit of the DCAP resides in the commitment and responsibility of all staff to help each student reach his or her personal goals by cultivating an environment that responds to the needs of diverse learners. To that end, our plan reflects the Mission Statement of the Georgetown Public Schools' dedication to educating all students to their fullest potential so that they may become responsible, tolerant, and successful individuals.

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

This law requires that each school district in the Commonwealth develop and implement a District Curriculum Accommodation Plan, or DCAP. The purpose of the plan is to ensure that "...all efforts have been made to meet students' needs in regular education." The plan acts as a guide to administrators and teachers as they analyze and accommodate a wide variety of learning needs within the general education classroom. The plan also defines available resources within the school system and suggests how to utilize these resources. An effective DCAP encourages staff collaboration, mentoring and parental involvement.

### **Components of an Effective DCAP**

The Curriculum Accommodation Plan should encompass the following:

- Analysis of diverse learning styles within the regular education classroom
- Accommodation of various students' learning needs, including the specific needs of our English Language Learners and students whose behaviors may interfere with student learning
- Provision of appropriate services and support within the regular education classroom
- Provision of direct and systematic reading instruction if necessary
- Parental involvement
- Teacher collaboration and mentoring
- Professional development

## **Executive Summary**

The following plan was developed in order to meet the requirements of Section 38Q of Chapter 71 of the Massachusetts General Laws. In keeping with the spirit of this law, it is the intent of this plan, “to assist school [personnel] in planning and providing a general education program that is able to accommodate students’ diverse learning needs and avoid unnecessary referrals to special education.”

The plan of the Georgetown Public School system to comply with the above regulations is a comprehensive one. It involves the following components:

- 1) Each school has a designated **Student Assistance Team (S.A.T.)** that meets on a regular basis and provides regular education teachers the opportunity to collaboratively work together to find accommodations to meet the needs of students with diverse learning abilities. The philosophy of the student assistance team is attached, along with all the forms currently in use by the teams at each school.

Each year, principals remind staff members of the purpose and procedures involving S.A.T. Referrals. Consults with specialists who can provide important information and expertise to the regular education teacher are a common part of the S.A.T. meeting. Parents are often an important part of the S.A.T. process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the S.A.T.

- 2) Our school employs the services of many **specialists** for the purpose of assisting students, who need extra support. Careful assessment and remediation is planned. Collaboration with the regular education classroom teacher is an important component of the success of this collaboration, which hopefully decreases our number of special education referrals. For example, Reading tutors not only work with selected students but also model effective reading lessons for teachers to use with their entire class. Title I tutors may provide specific phonemic awareness instruction to students needing it. Guidance staff may consult with our teachers to provide specific behavioral suggestions and accommodations for students. Parents are often notified of regular education specialist services that are being provided to their child so that a true partnership and increased support may transpire.
- 3) Georgetown has a formal **Mentor Program**, whereby veteran teachers assist those who are new to our system. Teachers meet regularly in a collaborative fashion so that answers to questions on how to best serve the needs of all students may be addressed. Veteran teachers model effective teaching techniques for protégés who are encouraged to observe their classrooms. Mentors also make helpful recommendations based on informal observations of the protégés’ instructional techniques.

- 4) **Professional development** is seen as an important part of our District-Wide Accommodation Plan. Regular education teachers and paraprofessionals are offered workshops on ways to differentiate instruction. Effective behavior de-escalation and behavior modification techniques, in coordination with CPI and Responsive Classroom, are also taught. Considering multiple intelligences and flexible grouping are encouraged in curriculum and lesson planning. Professional development has stressed the importance of data based decision making and instructional practice based upon student specific needs.
- 5) **An Accommodation Checklist** can be used for ANY student to ensure a smooth transition from one grade level or teacher to the next by documenting effective accommodations that have been used by staff members in the past.
- 6) **English as a Second Language** services are offered to all students from K-12 who are in need of language support due to diverse native language backgrounds.
- 7) Our district provides **ongoing academic support** through before and after school programs for students. These programs are often funded through grants made possible by the Department of Education. The goal of these programs is to increase the knowledge base and confidence levels of our students so that they can successfully apply skills learned to testing and real-life situations. Teachers also provide extra help for students needing extra support.
- 8) Teachers offer a **variety of instructional practices and assessment** that includes: differentiation, consideration of the multiple intelligences, flexible grouping, sound developmental practices, the use of rubrics, and the use of technology.

# APPENDICES

## *Georgetown Public Schools*

### APPENDIX A: CURRICULUM ACCOMODATION PLAN TABLE

#### **Overview of Accommodations**

Accommodations are changes in how a student gains access to information and demonstrates his/her learning. Accommodations do NOT change the instructional level, content or performance criteria. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do.

The Georgetown Public Schools DCAP addresses various strategies including:

- Assistance to Regular Education Classroom Teachers - Such assistance would include such things as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.
- Support Services - These would include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.
- Reading Services – This means the direct and systematic instruction in reading for all students.
- Mentoring and Collaboration – This set of strategies includes those that encourage teacher mentoring and collaboration.
- Parental Involvement – This includes strategies that encourage parental involvement in their children's education.

While not required by the Department of Education, this plan seeks to identify strategies in the following areas:

- Curriculum Alignment – These strategies provide for a review of local curriculum in relation to state learning standards.
- Community Involvement – These include strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.

**Appendix A**  
**AREA/DESCRIPTION**

**Assistance to Regular Education Classroom Teachers**

Such assistance would include such things as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.

As well, data is available from a variety of sources to assess student achievement and to inform instruction.

<b>PERLEY</b>	<b>PENN BROOK</b>	<b>GMHS</b>
A number of professional development opportunities are available to teachers, including:	A number of professional development opportunities are available to teachers, including:	A number of professional development opportunities are available to teachers, including:
All State Mandated Trainings	All State Mandated Trainings	All State Mandated Trainings
Readers' Workshop & Writers' Workshop	Readers' Workshop & Writers' Workshop	Readers' Workshop & Writers' Workshop
Differentiating Instruction in Math and Literacy	Differentiating Instruction in Math and Literacy	Differentiating Instruction in Math and Literacy
Skillful Teacher Training	Skillful Teacher Training	Skillful Teacher Training
Data Analysis & Data Meetings	Data Analysis & Data Meetings	Data Analysis & Data Meetings
SEI Training	SEI Training	SEI Training
Technology Training	Technology Training	Technology Training
Responsive Classroom	Responsive Classroom	Responsive Classroom
Project Read	Project Read	Project Read
Alt. Portfolio Training	Alt. Portfolio Training	Alt. Portfolio Training
Assessment Training	Assessment Training	Assessment Training
Read Naturally Training	Corrective Instruction	Corrective Instruction
Instructional Technology Training	Instructional Technology Training	Instructional Technology Training
Language-Based Training	Language-Based Training	Language-Based Training
Kurzweil Training	Kurzweil Training	Kurzweil Training

Professional development days are included in the school year calendar. Priority objectives for those days include: data assessment, student learning supports, and Response to Intervention tiered instructional support model. A number of professional development opportunities are available to teachers, including:



**2014-2015 Professional Development Schedule**

September 2, 2014	Full Day	District Professional Gathering & Opening Day
September 9, 2014	Full Day	District Determined Measures
October 1, 2014	Half Day	Analyzing District Data & NEASC
November 4, 2014	Full Day	NELMS, NEASC, and Response to Intervention
January 16, 2015	Half Day	NELMS, NEASC, Data Analysis, and Response to Intervention (RtI)
February 4, 2015	Half Day	NELMS, NEASC, Data Analysis, and RtI

**Appendix A**  
**AREA/DESCRIPTION**

	<b>PERLEY</b>	<b>PENN BROOK</b>	<b>GMHS</b>
<b>Assistance to Regular Education Classroom Teachers Cont.</b>	<ul style="list-style-type: none"> <li>•Opportunities are funded to attend offsite workshops and provide tuition reimbursement</li> <li>•Staff meet in collaborative grade level teams to discuss students and provide strategies to support student success socially, behaviorally, and academically.</li> <li>•The district has an assessment map that details standardized assessment including but not limited to GRADE, DIBELS, Fountas and Pinnell, &amp; ACCESS</li> <li>•An Assistance Team process is in place to support teachers by providing consultation on accommodation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>•Opportunities are funded to attend offsite workshops and provide tuition reimbursement</li> <li>•Staff meet in collaborative grade level teams to discuss students and provide strategies to support student success socially, behaviorally, and academically.</li> <li>•Literacy Coach assists teachers with literacy instruction.</li> <li>•Staff participate in Book Groups – Readers’ Notebook and Differentiated Instruction</li> <li>•The district has an assessment map that details standardized assessment including but not limited to GRADE, DIBELS, Fountas and Pinnell, MCAS, &amp; ACCESS</li> <li>•An Assistance Team process is in place to support teachers by providing consultation on accommodation strategies.</li> <li>•Individual Student Success Plans are created for students whose performance level on the MCAS are low.</li> </ul>	<ul style="list-style-type: none"> <li>•Opportunities are funded to attend offsite workshops and provide tuition reimbursement</li> <li>•MS staff meet in collaborative grade level teams to discuss students and provide strategies to support student success socially, behaviorally, and academically.</li> <li>•The district has an assessment map that details standardized assessment including but not limited to Common mid-terms and finals, DORA, STAR Math, MCAS, &amp; ACCESS.</li> <li>•Individual Student Success Plans are created for students whose performance level on the MCAS are low.</li> <li>•EPP’s are created for all students scoring NI on the MCAS.</li> <li>•An Assistance Team process is in place to support teachers by providing consultation on accommodation strategies.</li> </ul>

**Appendix A**  
**AREA/DESCRIPTION**

	<b>PERLEY</b>	<b>PENN BROOK</b>	<b>GMHS</b>
<p><b>Reading Services</b>            This means the direct and systematic instruction in reading for all students.</p>	<ul style="list-style-type: none"> <li>• Readers’ Workshop Model</li> <li>• 3-tiered Reading Model</li> <li>• Reading Tutors</li> <li>• Use of DIBELS and GRADE assessments in K-1</li> <li>• Fountas &amp; Pinnell with all grade 1 students</li> <li>• Dedicated 90 minute Literacy Block: Phonemic Awareness; Phonics; Fluency/ Accuracy; Vocabulary; Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Readers’ Workshop Model</li> <li>• 3-tiered Reading Model</li> <li>• Reading Tutors</li> <li>• Literacy Coach</li> <li>• Title I Reading Tutor</li> <li>• Use of Fountas and Pinnell, DIBELS, GRADE etc... assessments in 2-5</li> <li>• Dedicated 90 minute Literacy Block: Phonics; Fluency/ Accuracy; Vocabulary; Comprehension Strategies; Motivation/Enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental reading evaluations and support</li> <li>• Wilson Reading Program</li> <li>• ELA Enhancement (or Enrichment) Classes at the MS-grades 6-8– Title I</li> <li>• Use of DORA as a universal screening mechanism in the MS</li> <li>• Leveled Reading Classes at the HS</li> </ul>
<p><b>Mentoring &amp; Collaboration</b>            This set of strategies includes those that encourage teacher mentoring and collaboration.</p>	<ul style="list-style-type: none"> <li>• Mentoring of all new teachers is provided district-wide.</li> <li>• Teacher Orientation</li> <li>• Teacher Handbooks &amp; Curriculum Guides</li> <li>• Common planning time is available for grade level teachers.</li> <li>• Mentoring of all new administrators is provided district-wide.</li> <li>• Data Meetings</li> <li>• Walkthroughs</li> <li>• Formal evaluation cycle for all new staff</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring of all new teachers is provided district-wide.</li> <li>• Teacher Orientation</li> <li>• Teacher Handbooks &amp; Curriculum Guides</li> <li>• Common planning time is available for grade level teachers.</li> <li>• Mentoring of all new administrators is provided district-wide.</li> <li>• Data Meetings</li> <li>• Walkthroughs</li> <li>• Formal evaluation cycle for all new staff.</li> <li>• New Staff Mentor Group</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring of all new teachers is provided district-wide.</li> <li>• Teacher Orientation</li> <li>• Teacher Handbooks &amp; Curriculum Guides</li> <li>• Mentoring of all new administrators is provided district-wide.</li> <li>• Data Meetings</li> <li>• Walkthroughs</li> <li>• Formal evaluation cycle for all new staff.</li> <li>• Common planning time with grade level teams and/or departmental time.</li> <li>• Monthly 6-12 content meetings.</li> </ul>

**Appendix A**  
**AREA/DESCRIPTION**

	<b>PERLEY</b>	<b>PENN BROOK</b>	<b>GMHS</b>
<p><b>Parental Involvement</b> This includes strategies that encourage parental involvement in their children's education.</p>	<ul style="list-style-type: none"> <li>• School Committee</li> <li>• School PTA's</li> <li>• School Councils</li> <li>• Parent Coffees w/the Principal</li> <li>• Open House</li> <li>• Meetings with parents during the first trimester</li> <li>• District and School Websites.</li> <li>• Connect-Ed</li> <li>• Coordination and training of volunteers</li> <li>• School Newsletters</li> <li>• School Monthly Calendars</li> <li>• Chaperones</li> <li>• Scholastic Book Fair</li> <li>• Parent Curriculum Guides</li> <li>• Parent Handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• School Committee</li> <li>• School PTO's</li> <li>• School Councils</li> <li>• Parent Coffees w/the Principal</li> <li>• Open House</li> <li>• Meetings with parents during the first trimester</li> <li>• District and School Websites.</li> <li>• Connect-Ed</li> <li>• Coordination and training of volunteers</li> <li>• Author Celebrations (students are the authors and read to family)</li> <li>• Title I Annual Parent Meeting</li> <li>• Parent Math and Literacy Evenings</li> <li>• School Newsletters</li> <li>• School Monthly Calendars</li> <li>• Chaperones</li> <li>• Scholastic Book Fair</li> <li>• Parent Curriculum Guides</li> <li>• Parent Handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• School Committee</li> <li>• School PTA</li> <li>• Parent Advisory Council</li> <li>• School Council</li> <li>• District-wide Council</li> <li>• Use of agenda books, having parents sign off on assignments</li> <li>• Progress Reports/Report Cards</li> <li>• Parent conferences</li> <li>• Chaperones</li> <li>• Student Handbook</li> <li>• Program of Studies</li> <li>• Summer Reading Program</li> <li>• Community That Cares Surveys</li> <li>• Website</li> <li>• Connect-Ed</li> <li>• Daily Blog</li> <li>• Georgetown Cares Program</li> <li>• Sports Boosters</li> <li>• Music Parents</li> </ul>
<p><b>Curriculum Alignment</b> These strategies provide for a review of local curriculum in relation to state learning standards.</p>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• District-Wide Curriculum Committees</li> <li>• Curriculum Benchmarks and Maps –Reviewed &amp; Revised</li> <li>• 5 Year Curriculum Renewal Cycle</li> <li>• School wide Math Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• District-wide Curriculum Committees</li> <li>• Curriculum Benchmarks and Maps –Reviewed &amp; Revised</li> <li>• 5 Year Curriculum Renewal Cycle</li> <li>• School wide Math Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• District-wide curriculum committees</li> <li>• Curriculum Benchmarks and Maps –Reviewed &amp; Revised</li> <li>• 5 Year Curriculum Renewal Cycle</li> <li>• Teacher Directed Time for Curriculum</li> </ul>

**Appendix A**

**AREA/DESCRIPTION**

**PERLEY**

- School wide literacy Leadership Team
- Parent and Teacher Curriculum Guides
- Assessment Maps
- District Homework and Report Card Committee
- District-Wide Vertical Team meetings for ELA, math, and science

**Community Involvement**

These include strategies for using or increasing the use of community agencies and volunteers to assist students and teachers

**PENN BROOK**

- School wide Literacy Leadership Team
- School Responsive Classroom Team
- School Leadership Team
- Parent and Teacher Curriculum Guides
- Assessment Maps
- District Homework and Report Card Committees
- District-Wide Vertical Team meetings for ELA, math, and science

- GEF Grants
- P.T.A. Support
- Teachers are assisted through services from the District attorney's office, H.E.S., D.S.S. and the local police and fire departments. Partnerships with:
  - Endicott College
  - Gordon College
  - Salem State
  - Salem State Nursing Program
  - Georgetown High School
  - Perley PALS
  - PTA arts and enrichment opportunities
  - Hat & mitten collection for Emmaus House
  - Collection for Troops

**GMHS**

- Departmentally Directed Time/Meetings
- Data Team Meetings
- Program of Studies for the MS and HS
- Curriculum Guides
- Assessment Maps
- Course Syllabi
- Course Overviews
- District Homework and Report Card Committees
- District-Wide Vertical Team meetings for ELA, math, and science

- GEF Grants
- P.T.A. Support
- Teachers are assisted through services from the District attorney's office, H.E.S., D.S.S. and the local police and fire departments. Partnerships with:
  - Seniors
  - Grade Level Community Service Projects
  - Food Pantry
  - Georgetown Rotary dictionary donation to Grade 3.

- GEF Grants
- P.T.A. Support
- Teachers are assisted through services from the District attorney's office, H.E.S., D.S.S. and the local police and fire departments. Partnerships with:
  - School to Career Classes
  - Mandatory Community Service Program
  - Builders Club
  - Key Club

## Appendix B

### Student Assistance Team Referral Forms

#### Georgetown School District Student Assistance Team SAT Referral

Students Name:	Grade:	Date of Referral:
DOB:	School:	Referred by: Position:
Parent/Guardian:	Telephone #:	Attendance: <input type="checkbox"/> good <input type="checkbox"/> poor

Academics	
<u>Reading</u> Progress for grade level: Areas of concern: <input type="checkbox"/> phonemic awareness <input type="checkbox"/> phonics <input type="checkbox"/> fluency <input type="checkbox"/> comprehension <input type="checkbox"/> vocab	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/> <hr/>
<u>Written Language</u> Progress for grade level: Areas of concern: <input type="checkbox"/> spelling <input type="checkbox"/> mechanics <input type="checkbox"/> expressive/organization	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/> <hr/>
<u>Math</u> Progress for grade level: Areas of concern: <input type="checkbox"/> calculation <input type="checkbox"/> problem-solving/reasoning	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/> <hr/>
<u>Organization/Work Production</u> Progress for grade level: Areas of Concern: <input type="checkbox"/> keeping track of materials/assignments <input type="checkbox"/> homework completion	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/> <hr/>

Social/Emotional	
<u>Social Relationships</u> Areas of concern:	<input type="checkbox"/> no friends <input type="checkbox"/> few friends <input type="checkbox"/> many friends <hr/> <hr/>
<u>Teacher Relationships</u> Areas of concern:	<input type="checkbox"/> distant/reluctant <input type="checkbox"/> typical <input type="checkbox"/> needs 1:1/frequent contact <hr/> <hr/>
<u>Mental Health Concerns</u> Areas of concern:	<input type="checkbox"/> none <input type="checkbox"/> anxiety <input type="checkbox"/> sadness <input type="checkbox"/> self-esteem/confidence <hr/> <hr/>
<u>Behavioral Concerns</u> Areas of concern:	<input type="checkbox"/> none <input type="checkbox"/> disruptive <input type="checkbox"/> impulse control <input type="checkbox"/> attention <hr/> <hr/>

Language	
<u>Expressive Language</u> Progress for grade level: Areas of concern:	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/>
<u>Receptive Language</u> Progress for grade level: Areas of concern:	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/>
<u>Pragmatic/Social Language</u> Progress for grade level: Areas of concern:	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/>

Fine/Gross Motor	
<u>Fine Motor Skills</u> Progress for grade level: Areas of concern:	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/>
<u>Gross Motor Skills</u> Progress for grade level: Areas of concern:	<input type="checkbox"/> significantly below <input type="checkbox"/> below <input type="checkbox"/> at <input type="checkbox"/> above <hr/> <hr/>

	_____
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Sensory Integration	
Difficulty with: Areas of concern:	<input type="checkbox"/> noise level <input type="checkbox"/> personal space <input type="checkbox"/> tactile/touch _____ _____

Other Areas of Concern	
Areas of concern:	_____

Teacher Interventions Used to Address Concerns	
<input type="checkbox"/> use graphic organizers <input type="checkbox"/> breaking down tasks into smaller units <input type="checkbox"/> rephrase instructions <input type="checkbox"/> preferential seating <input type="checkbox"/> frequent cueing <input type="checkbox"/> manipulatives for math <input type="checkbox"/> behavior plan/contract	<input type="checkbox"/> provide outlines for lessons <input type="checkbox"/> provide opportunities for breaks/movement <input type="checkbox"/> modified assignments how: _____ <input type="checkbox"/> modified tests how: _____ <input type="checkbox"/> other _____



**Georgetown High School  
Student Assistance Team**

**SAT Referral and Feedback Form (Please Do Not Email Form)**

<b>Student's Name:</b>	<b>Grade:</b>	<b>Referral Date:</b>
<b>Referred by:</b>	<b>Subject Area:</b>	

*Please check appropriate criteria below:*

***ACADEMICS***

Academic Performance	_____ below average	_____ average	_____ above average
Attendance:	_____ below average	_____ average	_____ above average
Reading Skills:	_____ below average	_____ average	_____ above average
Written Language:	_____ below average	_____ average	_____ above average
Math Skills:	_____ below average	_____ average	_____ above average
Level of Organization:	_____ below average	_____ average	_____ above average
Homework Completion:	_____ below average	_____ average	_____ above average
Understanding of Subject:	_____ below average	_____ average	_____ above average
Demonstrates skills in class setting but fails to complete homework:	_____ below average	_____ average	_____ above average

***SOCIO/EMOTIONAL***

Social Relationships:	_____ no friends	_____ few friends	_____ many friends
Behavioral Concerns:	_____ none	_____ disruptive	_____ impulse control
	_____ seeks attention	_____ distracted	
Mental Health Concerns:	_____ none	_____ anxiety	_____ sadness
	_____ self-esteem	_____ isolated	
Relationships With Teachers(s)	_____ not remarkable	_____ contentious	_____ distant
	_____ needs frequent contact	_____ needs frequent help	

***TEACHER INTERVENTIONS***

_____ breaking down tasks to smaller units	_____ rephrase instructions	_____ frequent cueing
_____ adjusted assignments	_____ breaks for movement	_____ parent contact _____ after school help

Please provide any additional information you feel will be helpful:

## Georgetown Public Schools

Define the student's problem(s) by checking behaviors frequently observed in comparison to other students in the same grade level

### LISTENING COMPREHENSION

- difficulty understanding spoken language
- difficulty following verbal directions
- difficulty copying from the board

### ORAL EXPRESSIONS

- difficulty expressing thoughts and ideas
- limited speaking vocabulary

### READING

- difficulty with letter/word recognition
- word guessing
- slow, constant sounding out of words
- difficulty with comprehension (factual, critical)

### WRITTEN EXPRESSION

- difficulty with spelling
- difficulty with writing speed
- difficulty completing written work
- difficulty with punctuation
- difficulty writing sentences
- difficulty organizing sentences and ideas into meaning paragraphs

### MATHEMATICS

- difficulty with number recognition
- difficulty with number concepts
- difficulty with basic number operations
  - addition
  - subtraction
  - multiplication
  - division
- difficulty understanding place value
- difficulty solving word problems

### DISCRIMINATION

- difficulty discriminating letter symbols
- difficulty discriminating letter sounds

### ATTENDANCE

- term 1 \_\_\_\_\_
- term 2 \_\_\_\_\_
- term 3 \_\_\_\_\_
- term 4 \_\_\_\_\_

### VISUAL MOTOR COORDINATION

- difficulty with small motor tasks

- difficulty with paper/pencil tasks

### ATTENTION/ORGANIZATION/ACTIVITY LEVEL

- difficulty beginning a task
- difficulty maintaining attention
- easily distracted
- loses or forgets work and/or materials
- difficulty with organization
- difficulty completing tasks
- difficulty with changes in routine
- overactive
- underactive

### SOCIAL/EMOTIONAL

- lacks motivation
- lacks self-control
- easily frustrated
- sudden changes in mood throughout the day
- inconsistency in performance
- interrupts and distracts class
- usually aggressive towards others
- usually shy or withdrawn
- difficulty making keeping friends
- does not accept responsibility for own behavior
- cries frequently
- easily influenced by others
- needs constant approval
- difficulty interpreting social cues
- asks to leave class frequently
- complains of feeling ill frequently

### SPEECH

- stutters
- difficulty articulation speech
- unusual voice quality

### MEMORY

- difficulty remembering what is seen
- difficulty remembering what is heard
- difficulty retaining information over a period of time

*Georgetown Public Schools*

**ASSISTANCE TEAM MEETING NOTES**

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Parent(s): \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Facilitator: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Persons Present:

Previous Assistance Team: \_\_\_\_\_ Yes \_\_\_\_\_ No

Background Information:

Strengths:

Areas of Focus:

Prior Strategies/Interventions:

Action Plan:

Responsible Person(s)/Timeline:

Follow-up Date: \_\_\_\_\_

**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 disabilities.

## Georgetown Public Schools

### Appendix C: List of Accommodations

#### 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
  - Clipboard
  - Work station copy holder
  - Easel, wedge, slant board
- Large Print Text
- Locker with an adapted lock
- Magnifying glass, bars, page magnifiers
- Manipulatives
- Modified Worksheets
- Number lines
- Pocket dictionary
- Print on colored paper
- Speech to Text Devices
- Speaking dictionary
- Spell check
- Supplementary Visuals
- Tape Recorder

##### Materials/Books/Equipment cont.:

- Tools for marking and flagging text: binder tabs, highlighters, post-it notes, etc.
- Word Prediction Software
- Voice Recognition 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
- Learning styles

- Limit multiple choice answers
- Limit matching sets
- Open book/open notes
- 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
- Use scribe
- Vary testing format (Portfolio assessments, Authentic assessment, “Hands On”)

##### Grading

- Audit Course
- Base Grade on ability
- Clearly explain grading criteria for all assignments
- Consider effort or participation as part of grade
- Course Credit
- Extra credit
- No Spelling Penalty
- Pass/Fail
- Untimed 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

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### Organization cont.

- Post assignments/email/web
- Reduce assignment
- Reformat pages: less information per page
- Sequence the steps in a task by numbering
- 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 T stool/ balance ball or stand while working
- Change lighting
- 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
- Collect Baseline Data
- 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

### Presentation/Instructional Strategies cont.

- 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/crackers
- 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
- Self monitor behavior
- Teach with games; use computer games
- Time Out from Positive Reinforcement
- Use calming or relaxation techniques
- Use nonverbal signals

### Presentation/Instructional Strategies:

#### *Instructional Groupings*

- Assign Study partners
- Cooperative learning groups
- Independent seat work
- Large group or whole class
- One-to-one teacher/student instruction
- Peer tutor or cross-age 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, multisensory)
- Incorporate technology into lesson
- Inquiry
- Lecture & demonstration
- Simulations, role playing, group presentations
- Teach specific study skills

#### *General*

- Check work in progress
- Concrete examples
- Have student restate information
- Immediate Feedback

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- Monitor assignments
- Oral/Visual Reminders
- Personalized Examples
- Pre-teach content
- 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

### ***Subject Specific Accommodations:***

#### **Reading**

- Allow a reading buddy. Encourage peer tutoring.
- Allow variety of student responses
- Books on tape
- Echo reading
- 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 live reader

#### **Writing cont.**

- Provide peer note-taker

- Use audible reading software
- Use visuals to add meaning
- Vary teaching approach
- “What you need to know” chart

#### **Writing**

- Activity sheets that require minimal writing
- Allow student to give reports orally
- Change Paper
  - Different colors
  - Different line spacing
  - Different line colors, thickness
  - Graph paper
  - Personal chalkboard or whiteboard
- Change Writing Utensils
  - Lightweight pens
  - Large primary pencils
  - Different colored pens, pencils, markers
  - Chubby crayons, markers, grease pencils
- Correction tape, pens, electric eraser
- Do not require copying from board
- Equipment for repositioning the student
  - Bolster or rolled towel for lumbar support
  - Blocks, or taped up phone book for feet
  - 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
  - Stick on name and or subject labels
  - Name stamp
  - Automatic numbering stamp
  - Date stamp
  - Bingo blotters to make selections
- Oral responses
- Practice writing letters in the air, sand, shaving cream, etc.

#### **Science & Social Studies:**

- Content vocabulary cards with graphics

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- Use carbon paper or photocopy
- Provide resources for word retrieval
  - 3 ring glossary of unit, picture or written dictionary
  - Speaking dictionary
  - 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
- Use a keyboard
- Use finger for spacing strategy
- Utilize content outline with major points in bold
- Use of computer
- Use personal dictionary and thesaurus
- Whiteboard work
- Word processor with spell check or speech output

### **Math:**

- 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 calculators: talking, handheld, or one with printout
- Use math charts / Large Print worksheets
- Use computational aids
- Use concept related songs
- Use manipulatives to move from concrete to abstract
- Use mnemonic devices
- Use tactile numbers and sign & Use variables every day

- Flexible scheduling/assignments
- 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
- Use a lab partner
- Use simple clear words to explain concepts
- Video to support text

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**Teacher Desk Top Tool:**

Nine Types of Adaptations

Adaptations	Definition	Example
1. Size	Adapt the number of items that the learner is expected to learn or complete.	Reduce the number of terms a learner must learn during an assignment
2. Time	Adapt the time allotted and allowed for learning, task completion or testing.	Individual timeline; pace learning differently.
3. Level of Support	Increase the amount of personal assistance with a specific learner.	Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.
4. Input	Adapt the way instruction is delivered to the learner.	Use different visual aids, plan more concrete examples provide hands-on activities, place student in cooperative groups.
5. Skill level	Adapt the skill level, problem type.	Simplify task, student responsible for less than grade level standard.
6. Output	Adapt how the student can respond to instruction.	Allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.
7. Participation	Adapt the extent to which a learner is actively involved in the task.	In geography have a student hold the globe, while others point out locations.
8. Alternate	Adapt the goals or outcome expectations while using the same materials.	In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.
9. Substitute Curriculum	Provide different instruction and materials to meet a student's individual goals.	During a language test, one student is learning computer skills in the computer lab.

From *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.