



2023-2027
**DISTRICT
CURRICULUM
ACCOMMODATION
PLAN**

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SECTION 1

DISTRICT PROFILE

The District Curriculum Accommodation Plan is aligned with the district's mission, vision, core values, and overall strategic plan.

MISSION

We are committed every minute, every hour, every day, to every student.

VISION

The Ashland Public Schools strives to be a model district that creates a culture of inclusivity for our diverse students and staff, who:

- feel safe and supported,
- are empowered with the academic and social-emotional skills to pursue their chosen path, and
- embrace their roles as positive contributors to local and global communities.

CORE VALUES

Safety: We believe in providing safe and supportive learning environments and facilities, which address the varied social, emotional, and health needs of all students and staff.

Responsibility: We believe in the importance of individual and group accountability to make thoughtful, appropriate decisions that produce positive results for all.

Respect: We believe in the inherent value of all: including oneself, one's peers, and all who are a part of our community and greater global society.

Excellence: We believe as individuals, schools, and a community in the cultivation of an environment in which each member is supported in achieving his/her greatest potential.

Integrity: We believe in making decisions that uphold the values of honesty, decency, and sincerity in all of our actions.

Please note: These demographics are current as of the 2023–2024 school year.



2,903

Total students



31.6%

Students whose first language isn't English



6.9%

English Language learners



20.3%

Students with disabilities



21.8%

Students identified as low-income

STRATEGIC OBJECTIVES

The strategic plan, formerly known as the Blueprint for Continuous Student Improvement, drives the district's priorities and objectives. The 2023–2028 strategic plan also informs the creation of our School Improvement Plans. Through our Site Councils and Ashland School Committee, we identify strategic and operational indicators and advocate for the budgetary resources required to successfully meet those goals and objectives.

EQUITY

- Maximize the academic growth of every student
- Provide more equitable access to all levels of curriculum and activities to provide more students with growth opportunities
- Promote appreciation of diverse perspectives to foster mutual respect and cultural understanding
- Improve upon and utilize fair and unbiased disciplinary practices
- Engage all families as partners in the educational process

SOCIAL AND EMOTIONAL LEARNING

- Enhance student social and emotional well-being
- Ensure all students have a sense of belonging and are connected to the school community
- Continuously improve school climate & culture
- Improve communication of SEL efforts and results to parents and the community

RESOURCE MANAGEMENT

- Provide safe environments for all students and staff
- Improve technology infrastructure and its integration into teaching and learning
- Prioritize facility enhancement and maintenance over the long term in a cost-efficient manner
- Enhance advocacy efforts and identify revenue sources to maximize resource opportunities

CURRICULUM AND PROGRAMMING

- Improve student learning, curriculum, and consistency of instruction, aligned to the Portrait of the Graduate, across grades
- Create comprehensive & individualized professional development opportunities to be able to meet each student's academic, social, and emotional needs as well as ensure the application of culturally responsive teaching practices
- Expand academic and extracurricular offerings to increase student opportunities to explore areas of interest
- Create effective, equitable and sustainable systems of collaboration and scheduling to maximize student learning for all

MASSACHUSETTS GENERAL LAWS CHAPTER 71, SECTION 38 Q 1/2

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

MASSACHUSETTS GENERAL LAWS CHAPTER 71, SECTION 59C

“The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.”

PURPOSE

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 the 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 Ashland Public School District. Principals in consultation with faculty and school council members have formulated specific Curriculum Accommodation Plans at each school building. As these plans are developed and revised, the information should be helpful to support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents how Ashland Public Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation to succeed. Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation.

Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district’s capacity to help learners with diverse needs.

DISTRICT COORDINATORS FOR CIVIL RIGHTS LAWS

All programs, activities, and employment opportunities provided by the Ashland Public Schools are offered without regard to race, color, gender, religion, national origin, sexual orientation, or disability. Questions regarding the implementation of these practices should be addressed to the appropriate coordinator listed below.

Equal Educational Opportunities Act of 1974

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 USC S1203 (f)]

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Section 504 of the Rehabilitation Act of 1973

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

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Title I of the Elementary and Secondary Education Act of 1965

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring an ESL student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).

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Americans with Disabilities Act of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee(s) designated pursuant to this paragraph." [34 CFR 35.107 (a)]

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Additionally, the district has detailed information about the following laws as well as contact information for the respective coordinator at ashland.k12.ma.us.

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- MA General Laws Chapter 76, Section 5
- McKinney-Vento Homeless Education Assistance Act



SECTION 2

DISTRICT AND SCHOOL PROGRAMS AND SERVICES OFFERED

I. EDUCATIONAL PROGRAMS

Curriculum, Instruction, and Assessment

Where in existence, Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks are used as the basis of local curriculum planning.

Standards-Based Approach

Based on Curriculum Frameworks, local K-12 learning standards are developed and implemented for all students. Common assessments are developed to provide equity across grade levels, schools, and courses. Benchmarks are established on many assessments to set equitable expectations for student learning. Rubrics and exemplars are used to provide clear expectations for student learning at all levels.

Differentiated Instruction

Based on formative and summative assessments, educators will vary content, process, and product demands in response to students' needs.

Systematic Literacy and Mathematics Programming

UBD (Understanding by Design) is used across grade levels to systematically design, implement, and evaluate curriculum programming and instruction that address the needs of all learners.

Use of Assessment Data to Monitor Student Progress

Massachusetts adopted standardized test data is analyzed for aggregate trends and individual student performance. In addition, a variety of assessment tools are used to gauge student eligibility levels for additional support.

II. GENERAL EDUCATION SUPPORT SERVICES TO PROVIDE ACCESS TO LEARNING

Response to Intervention Team

Each school has a structured Response to Intervention (RTI) process to review issues related to students who are not making effective academic, social/emotional, or behavioral progress. These teams are made up of administrators, teachers, guidance counselors, and specialists who review data, set learning goals, make recommendations for interventions, and monitor progress.

Reading Specialist Support

Targeted literacy support is provided to students at all schools who are identified as needing additional support.

English Language Learner Education Programming

ELL teachers and tutors support students who qualify for assistance.

Intervention Programming for State-Mandated Assessments

Schools that administer state-mandated assessments develop and maintain Individual Student Success Plans (ISSP) as active working documents to be used regularly by personnel who work directly with the student.

Counseling Services

Within the district, there are guidance counselors, adjustment counselors, psychologists, and other consulted specialists (such as BCBA) who provide various interventions to support individual student needs.

School Nurses

School nurses support physical and mental health, serve on building support teams, and help develop and implement district wellness plans.

School Resource Officer

The Town of Ashland provides a School Resource Officer. This officer provides proactive interventions with at-risk students and works with leadership teams to develop prevention programs.



SECTION 3

GENERAL ACCOMMODATIONS

In Ashland, we believe all students are capable of success.

The following general accommodations are recommended to provide support for the student's academic, social emotional, and behavioral needs. They are listed based on the type of accommodation.

Additionally, while a standalone "culturally responsive" section has been included, the District believes all students should receive instruction that integrates culturally sustaining education and is linguistically responsive. To ensure equitable access to learning, each accommodation has been carefully selected with equity and inclusion in mind, regardless of which section it's placed in.

HELPING FOCUS ATTENTION				
	Pre-K	Elementary	Middle	High
Activate Prior Knowledge	Connections to songs, books, and experiences at school/home	Songs, videos, books, photos, class discussion, text connections, past experiences	Teachers use strategies that allow students to make connections with prior learning. Do Nows and intro discussions.	Warm up activity, review questions on the previous night's homework
Provide positive reinforcement	Behavior specific feedback of expected behaviors and hard work; varying reinforcement-high-fives, thumbs, verbal, bees	Verbally, visually on a chart, nonverbal cues	Teachers compliment and praise student effort and desired behaviors.	Teachers compliment and praise student effort and desired behaviors.
Frequent checks for assignment progress/ completion	Active supervision and check ins from staff	Teacher checks in with all students to monitor student progress and gauge understanding	Teacher checks in with all students to monitor student progress and gauge understanding	Build in due dates for different parts of long term assignments
Give advance warning of transitions	Use of timers, chimes, lights as warnings. XX you will go next, after XXX.	Use time reminders and visual audio timers in class.	Use time reminders and visual audio timers in class.	Use time reminders and visual audio timers in class.
Use physical proximity to help student refocus	Use staff body for positioning in between distractions, other students, etc.; provide gestural prompts within arms reach; preferential seating as needed	Physical proximity when seated at their desk, on the rug, in line	Stand next to student to help with focus. Have the student seated close to the teacher's desk or away from distractions.	Stand next to student to help with focus. Have the student seated close to the teacher's desk or away from distractions.

ENVIRONMENT				
	Pre-K	Elementary	Middle	High
Build routines and practices that reduce distraction and increase active engagement	Behavior specific directions- if you can hear me... touch your nose, etc	Cold calls, popsicle sticks from a jar, content specific anchor charts	Use Do Nows and exit tickets to start and end class. Post and review agendas and learning objectives.	Cold calls, build in note-taking routines
Help keep student's work area free of unnecessary materials	Material organizers for table/center activities	1. Take a photo of what the work area should look like. Attach photo to work area. 2. Provide tools (i.e., baskets, folders, binders) to help organize the student.	Set expectations at the start of the year and reinforce as needed. Compliment model behavior.	Make it clear what materials they should have out for each activity (Chromebook or not, etc.)
Use checklists to help the student get organized	Visual sequencing boards (e.g., dressing/undressing or unpacking backpack)	Provide visual checklist with pictures	Graphic organizers to help students manage assignments	Checklists for long term assignments/projects, graphic organizers for essays
Provide opportunities for movement	Add examples of movement breaks	Go Noodle , Koo Koo Kazoo Take a walk around the building, run an errand i.e., deliver stacks of paper to the office, check a teacher's mailbox, exercise menu hung outside the classroom door	Arrange movement breaks and incorporate strategies such as carouselling into daily lessons	Allow breaks (walking) with a concrete time limit
Provide seating options (sensory, input, back supports, location)	Options for rug positions — mermaid, crisscross; on belly, legs out straight; standing when possible; cube chairs, riftons; stadium seats	Standing desks, wobble chairs, rubber band for feet, vibrating cushion, scoop chair, sensory cushions , responsive classroom rugs.	Standing desks, balance seats	Standing desks are an option, preferential seating

CULTURALLY RESPONSIVE				
	Pre-K	Elementary	Middle	High
Display culturally-responsive classroom decor/posters/ materials	Use languages students speak in the home-circle, centers; choose variety of books/materials reflecting students' culture, race, identities	Incorporate a variety of cultures to highlight in your all school assemblies, display characters/people of multiple diversities, pictures books should represent diverse characters and diverse authors. LGBTQ should also be represented.	Display and highlight cultures represented in the school. Posters, events should be incorporated	Use materials that relate to the curriculum and reflect diversity and equity. Chad McGowan offers to print posters for teachers at the high school.
Learn and use correct pronunciation and preferred name of student; including pronouns	Shift to friends, kids, team, room instead of boys/girls	"Pronouns we use in class" Poster	Take the time to get to know students and make personal connections	iPass has an option for preferred name as well as pronouns
Recognize many newcomer English Learners experience a "silent period" or culture shock, requiring additional patience and support (e.g., create many opportunities for small successes). (SEI)	Provide a total communication approach—visuals paired with language and actual object if possible; praise all communication attempts	Think about appropriate placement, peers with similar background and shared languages, provide a mentor/ buddy to support a new student (ideally another student who speaks the same language), provide visuals on a ring for students to express their needs/wants	Arrange connections of students with peer groups. Use technology to help promote effective communication, such as talking points and Google Translate	Allow newcomers to listen and absorb the language rather than focusing on the content. Try to pair them with students who speak their native language to help with the transition.

USE OF GROUPS AND PEERS				
	Pre-K	Elementary	Middle	High
Utilize cooperative or collaborative learning strategies, (think-pair-share and other examples, when appropriate)	Turn and talk; polls/voting	Peer editing , jigsaw strategy , numbered heads together , tea party , round-robin , write around , carousel	Teachers incorporate collaborative learning strategies into their teaching such as carouselling, think, pair, share, and partner work. Use of clock buddies	Turn and talk
Allow student to share with peer prior to sharing with whole group.			Think, pair, share	
Allow student to repeat directions to peer or staff.				
Encourage student to use strategies that promote self advocacy and independence.		"See three before me" Poster , Post in Google Classroom when appropriate	Teachers review expectations with students at the start of each assignment. See three before me.	Encourage student to look back at notes first (help student find appropriate notes)

TIME DEMANDS				
	Pre-K	Elementary	Middle	High
Increase time allowed for completion of assessments or assignments			Use Discovery to increase assessment time and set up after school opportunities for students	Page by page testing for test security reasons. Allow extra time if actively working.
Reduce the amount of work or length of assessments		Circle/highlight only the questions to be answered, reduce the number of questions being asked	Highlight essential questions and base length of assignments on demonstrating understanding of the content/concept	For questions of a similar nature, select the most crucial ones for the student to demonstrate understanding/mastery
Prioritize assignments and/or steps to completing assignments for the student		Check list for "To-Do's"	Provide checklists and graphic organizers	Create a checklist and timeline for the student for large assignments
Integrate short work periods with breaks or change of tasks		Utilize movement breaks throughout longer class periods	Creatively plan lessons that allow for multiple activities and movement breaks	Create a task list and a short break at the completion of each task. Allow for short walks using eHall Pass.
Set time limits for specific task completion	Use of timer in general to support understanding the concept of time	Use a timer, either physical or on a device, as a reminder. Project timer on the board for students to view.	Use timers and provide frequent time reminders	Use a timer and student has to submit at the end of time
Monitor and encourage effective use of time cueing		Periodically prompt students with how much time is left.	Provide frequent time reminders during activities. Teachers actively monitoring all student progress.	Remind student of how much time is left or develop a signal

PRESENTATION OF MATERIALS				
	Pre-K	Elementary	Middle	High
Provide authentic learning experiences.	Multisensory activities — practice/review of activities with different materials-write letters w/different utensils, in sand, shaving cream, paint, Play-Doh, etc.	Hands-on learning experiences, student led conversations	Relate learning experiences to students and tie into their world	Relate curriculum to real life applications
Break assignment into segments of shorter tasks (chunking).		Highlight problems for students to do, fold paper in half, so student only sees half the questions	Use checklists, post assignments in Google Classroom with specific instructions.	Create a task list for the student for long assignments
Use concrete examples of concepts before teaching the abstract.	Use of tangibles/ manipulatives; model activity first	Use of manipulatives, tangible objects	Activate prior knowledge, provide exemplars and model concepts for students	Activate prior knowledge, provide exemplars and model concepts for students
Print clearly; utilize preferred fonts				
Reduce the number of concepts presented at one time.			Break lessons down into small chunks, scaffolding	
Provide an overview of the lesson before beginning.	Preview activity at center or walk through steps with sample product	Post objective	Use Do Nows to set the tone. Post and review agenda and learning objectives.	Post objective and agenda on whiteboard or Google Classroom
Monitor the student's comprehension of vocabulary used during instruction.	Check ins; core vocab words	Frequent check-ins, review vocabulary prior to lesson	Use informal assessments during the lesson and exit tickets to check for understanding	Incorporate checks for understanding and repeating definitions verbally
Support instruction with real-life objects (realia), imagery, and/or body language whenever possible.			Use manipulatives that add meaning to the content/concepts being taught and allow for the students to make connections	
Schedule frequent short conferences with the student to check for comprehension.	1:1, small group work	Have the student close their eyes and try to visualize the information	Teacher consistently circulates around class during the lesson and checks in with students	Require the student for an x-block activity to allow time to check in
Identify important concepts to be learned in text or material.		Review lesson goals to begin and summarize lesson goals at the end of lessons	Post and review learning objectives at the start of each class	Provide "Big Ideas" to keep in mind prior to lesson
Provide clear, concise directions and concrete examples	Break down directions into steps — on visuals- 1, 2, 3 or first/then boards	Break down directions into steps — on visuals- 1, 2, 3 or first/then boards	Provide written and verbal instructions. Project on the board and post in Google Classroom.	Pair auditory directions with written directions
Assign tasks at an appropriate reading level			Use NewsELA	
Provide visuals, translations, or simplify language and organization of assignments.		Use checklists and graphic organizers. Keep instruction specific and concise.	Use checklists and graphic organizers. Keep instruction specific and concise	Consider how much information is provided on one page. Use checklists and graphic organizers.

PRESENTATION OF MATERIALS				
	Pre-K	Elementary	Middle	High
Provide conversation frames, word/ phrase banks, or visual support.	Name cards, number lines	SEI Strategies , Sentence Frames	Sentences starters, word walls, posters/ diagrams highlighting content	Sentences starters, word walls, posters/ diagrams highlighting content
Adjust presentation of paper-based instructional materials	Create lines, visual boundaries or starting points as needed	Allow for ample work space on paper assignments, larger line spacing for writing/ grid paper for math,	Use large, easy to read fonts, provide translated materials. Include resources in Google classroom	Double space lengthy text, put space between questions/problems
Avoid use of abstract language such as metaphors, idioms unless directly tied to the curriculum.				
Provide a note outline				
Provide access to completed notes				

VISUAL PROCESSING				
	Pre-K	Elementary	Middle	High
Identify information to be learned	Present objective verbally / visually	Clearly articulate keywords, ideas, or goals for each lesson	Post and review agenda and learning objectives at the start of each class	Post clear objective rather than just saying it
Keep written assignments free from extraneous and/ or irrelevant distractors.	Post only questions, graphics, and content that are related to the specific task.	Post only questions, graphics, and content that are related to the specific task.	Post only questions, graphics, and content that are related to the specific task.	Post only questions, graphics, and content that are related to the specific task.
Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning		Summarize the tasks, list "First, then, next, last" on board, have student repeat the task at hand	Check for understanding during instructions and call on students to provide the steps/process	Have student reiterate the instructions before beginning visual task
Have student repeat directions before beginning task				
Utilize techniques such as blocking (block assignments into smaller segments), cutting (cut into sections), folding (fold into sections), and highlighting, color-coding or underlining.	Highlight for student tracing	Highlight problems for students to do, fold paper in half, so student only sees half the questions		
Allow low vision aids and/or large print materials				

VISUAL MOTOR INTEGRATION AND WRITTEN EXPRESSION

	Pre-K	Elementary	Middle	High
Allow student to use cursive, printing, or typing			Students can demonstrate understanding using preferred method of writing	Students can demonstrate understanding using a preferred method of writing. Provided typing, an assignment can be done when not in conflict with skill being assessed.
Set realistic and mutually agreed upon expectation for neatness		Provide visual examples	Provide exemplars and set expectations at the start of each assignment	Provide exemplars
Allow for untimed tasks				When not in conflict with the skill being assessed
Provide copies of notes	Upper/lower; teacher scribe - tracing		Teacher can provide students with notes, either photo copied or in Google Classroom.	Peer notes could be an option. Have student take pictures of peer notes.
Provide sentence frames, sentence starters, and/or word banks	Word lists; name cards, number lines, etc.	Sentence Frames		
Provide opportunity for students to utilize varied types of paper	Have an area in the room setup with a variety of different choices, lined, dotted lined, grid paper, large lines, small lines	Have an area in the room setup with a variety of different choices, lined, dotted lined, grid paper, large lines, small lines		
Provide opportunity for students to conference orally prior to writing		Whisper phones when applicable, with a peer or with an adult		X-block could be a good time to do this
Create a task list for the student				

LANGUAGE PROCESSING				
	Pre-K	Elementary	Middle	High
Provide written directions to supplement verbal directions	Visuals to accompany written directions		Teachers provide visuals, exemplars, and rubrics and project directions	
Utilize visual aids such as charts and graphs			Teacher use posters and charts in the classroom related to content. Students receive resources, including online resources to use to help make connections with the content/concepts being taught	
Slow the pace of presentations	Sing songs slowly; allow for opportunities to fill in		Teachers take time to check for understanding throughout the lesson. This allows to check for understanding and provide clarification. Teachers utilize appropriate wait time	
Paraphrase information using simple, clear and concise sentences	Speak in short, concise sentences; allow for wait time			
Avoid use of abstract language such as metaphors, idioms unless directly tied to the curriculum.				
Routinely check for understanding			Teacher uses thumbs up/ thumbs down, asks for students to summarize topics being taught, exit tickets	
Pre-teach vocabulary	Identify key vocab in classroom, newsletters, etc. for each unit	Review of prefixes/ suffixes, provide a word bank and display it	Word walls in classrooms. Implements Do Nows focusing on key terms	
Reduce the amount of extraneous noise (consider allowing headphones or providing alternate workspace)		Noise-cancelling headphones, study carels		
Establish student's attention before expressing key points			Establishes and reinforces routines around class and student expectations — an example would be a teacher using the phrase "all eyes on me" when asking for the classes' attention	Eye contact or a signal they are ready
Utilize manipulatives and hands-on activities whenever possible			Teachers incorporate activities that allow for direct student engagement, science experiments, group activities, projects	
Activate prior knowledge	Discuss past activities- same/different	Use of short videos, pictures, songs, book titles	Teachers introduce new content/concepts by activating prior knowledge	Warm up activities
Utilize cueing strategies		Cueing strategies	Proximity to students, verbal cues such as "all eyes on me" or use of a bell	Alert students to which question they will be expected to answer, eye contact, tapping on the desk
Develop language acquisition objectives for the lesson (SEI)		Six strategies	Teachers implement SEI strategies to help with language acquisition	

WORKING WITH A HESITANT LEARNER

	Pre-K	Elementary	Middle	High
Frequently check for understanding	Morning check in for how students are feeling	Morning check in for how students are feeling; Thumbs up/ thumbs down, one on one check ins,	Thumbs up/thumbs down, one on one check ins,	Thumbs up/thumbs down, one on one check ins,
Give a personal cue to begin work		Thumbs up, wink/nod,	Proximity to students, predetermined cues with student	Light tap on desk, etc.
Provide timely reinforcers and feedback	Positive behavior specific feedback- I see how hard you are working on writing those letters	Positive behavior specific feedback- I see how hard you are working on writing those letters	Compliment desired behaviors	Compliment desired behaviors
Introduce the assignment in sequential steps; chunk assignments	First then:1, 2, 3	Highlight problems for students to do, fold paper in half, so student only sees half the questions	Teachers post and review agenda and learning objectives to start class.	Provide checklist and/ or graphic organizer
Provide time suggestions for each task	Timers	Timers, agenda with posted time	Teacher uses a timer and provides frequent time reminders to help students stay on task and use time effeciently	Provide agenda for each class, use timers when appropriate, include this on the rubric or assignment checklist
Provide a checklist for long, detailed tasks		Students are given rubrics, graphic organizers and task check lists	Students are given rubrics, graphic organizers and task check lists	Students are given rubrics, graphic organizers and task check lists
Utilize reinforcers and motivation		Token boards, stickers, visit a preferred adult to celebrate success, break after completion of assignment	Provide positive reinforcement for desired behaviors and praise student effort	Provide a walking break as a reward for completion of task (timed)
Create a contract with student		Behavior contracts	Teachers take the time to make connections with all students. Interest inventory to start the year.	Attendance contracts, behavior contracts

GENERAL ACCOMMODATIONS					
	Pre-K	Elementary	Middle	High	All Levels
Establish and practice consistent expectations and routines.	Individualized schedule; dense reinforcement based on preferences; enforce and follow through with demands	Responsive Classroom practices, interactive modeling , establish routines and expectations at the start of the year and consistently reinforce. Post and review daily agenda and learning objectives at the start of each class	Establish routines and expectations at the start of the year and consistently reinforce. Post and review daily agenda and learning objectives at the start of each class	Establish routines and expectations at the start of the year and consistently reinforce. Post and review daily agenda and learning objectives at the start of each class. Create an individual student contract if necessary.	
Engage students in determining consequences and restorative practices when expectations are not met.	Use natural consequences (e.g., spill paint so need to clean up) instead of punitive	Teacher has discussion with individual students based on behaviors and expectations. Provide rewards for meeting expectations.	Teacher has discussion with individual students based on behaviors and expectations. Provide rewards for meeting expectations.	Teacher has discussion with individual students based on behaviors and expectations. Provide rewards for meeting expectations.	
Proactively alert students to changes in schedules or routine	Review changes in schedule/ indicate visual representation- star, etc.; preview/ review when possible; preview next day at end of each day...	Post them on the board	Start each class by reviewing the daily agenda with students and highlight any changes. If possible, review the day/week ahead with students.	Greet them at the door on their way in and allow time to adjust	
Ensure students have at least one daily task they can complete successfully					
Use of self-regulation tools such as: scale/ chart, emotional thermometer, Zones of Regulation, segmented clock, timers, mobile device		Regulation Station			Calming Strategies Toolbox
Designate and allow access to a calming area	Feelings Station	Regulation Station	Provide students with access to resources such as school psychologist, adjustment counselor and guidance	Access to the counseling office	
Allow time for the student to keep a journal to record anxiety-producing thoughts which can be shared with a trusted adult	Drawing your feelings when upset, etc.				
Provide time for relaxation and/or movement	Tools to try cards; structured rest time/ meditation	Exercise menu outside classroom door, run errands for the teacher, take laps around the building	Scheduled breaks or walks. Create pre-determined errands for students to complete.	Scheduled breaks or walks. Create pre-determined errands for students to complete.	
Collaborate with the student to solve problems			Actively engage in conversations with students about behaviors, antecedents, and possible rewards for desired behaviors		
Create opportunities for choice	Choiceless choices- red/blue crayon, etc.	Provide choice menu	Give students options on how to demonstrate understanding and/or options to help student de-escalate		Offering Choices Choice Menus for Classrooms

GENERAL ACCOMMODATIONS					
	Pre-K	Elementary	Middle	High	All Levels
Chunk assignment to assist with completion					
Respect personal space to maintain student's comfort	Various greetings-real hug/air hug; teach bubble/ personal squares; line spots; cubby space, etc.		Ask student about comfort levels and their needs		
Utilize interest inventory to strengthen 1:1 connection	Preference assessment for reinforcement/ engagement		Teachers make connections with each student. This can include interest inventories and giving student choice in assignments.	Can use Google Classroom to pose a question of the day	Moments of Genuine Connection Knowing Each Student
Provide opportunity for alternate environment within classroom or in another setting		Provide a quiet/ personal space in the classroom that is just for this student to access when needed	Identify safe spaces for students and provide access when necessary, i.e., guidance, office, etc.		
Identify a trusted adult to connect with student on a regular basis		CHICO (check in/check out), pass to see trusted adult as needed	Advisory, conversations with students to identify trusted individuals		

ORGANIZATION				
	Pre-K	Elementary	Middle	High
Provide an established daily routine	Schedule posted in room, individualized as needed-first/then; visual list; transitions songs-halls, clean-up; snack time, etc.; clear rules/norms posted and reviewed	Visual personal schedule (attach to student's workspace, anchor chart displayed on board, photos of student completing the daily routine	Start each class the same. Post and review the daily agenda and learning objectives. Review expectations around desired behavior and work/effort.	Start each class the same. Post and review the daily agenda and learning objectives. Review expectations around desired behavior and work/effort.
Provide clear rules and consistently enforce them	Class norms; preview/ review around expected behavior for specific activities; PBIS language/ reinforcement	Establish a classroom contract, rules and expectations, to be reviewed after breaks	Establish class norms and rules at the start of the year. Include students in their creation. Provide frequent reminders and consistent reinforcement.	Establish class norms and rules at the start of the year. Include students in their creation. Provide frequent reminders and consistent reinforcement.
Provide visual exemplars or steps	Work samples, to-do list/ visuals	Save student work from prior years if applicable	Use past student work as exemplars. Provide students with detailed instructions.	Use past student work as exemplars. Provide students with detailed instructions.
Frequently check the organization of the student's notebook	Pack/Unpack — cubby	Provide an exemplar of well-organized notebook	Frequent check ins with students and provide/post table of contents or notebook contents	Frequent check ins with students and provide/post table of contents or notebook contents
Provide the due date on written assignments				
Collaborate with parents		Email/call parents with academic and behavioral updates on a regular basis. Ask for parent input.	Email/call parents with academic and behavioral updates on a regular basis. Ask for parent input.	Email/call parents with academic and behavioral updates on a regular basis. Ask for parent input.
Create checklists and rubrics for student		Provide students with scoring rubrics, assignment outlines and clear instructions	Provide students with scoring rubrics, assignment outlines and clear instructions	Provide students with scoring rubrics, assignment outlines and clear instructions

DIRECT SOCIAL EMOTIONAL ACCOMMODATIONS				
	Pre-K	Elementary	Middle	High
Ask clarifying questions to determine student understanding of specific situations and expectations	Break down questions; actually practice the behaviors — let's practice walking in a line, out to recess, etc.	Have students repeat back instructions or steps	Take the time to ask pointed questions that allow the student to provide answers and explanations. Get their side of the story.	Ask the student their perspective first
Utilize appropriate wait time strategies, such as prompting and re-prompting, as needed	WAIT (Why am I talking?); singing songs, wall push up, counting	Allow students time to process the question and provide an answer. Teacher should count in their head to be consistent with wait time.	Allow students time to process the question and provide an answer. Teacher should count in their head to be consistent with wait time.	Allow students time to process the question and provide an answer. Teacher should count in their head to be consistent with wait time.
Validate student's feelings first, then give choice of attainable demands		Listen to what students have to say, see their side, and then present the other side. Allow them to make connections with what is being asked of them.	Listen to what students have to say, see their side, and then present the other side. Allow them to make connections with what is being asked of them.	Listen to what students have to say, see their side, and then present the other side. Allow them to make connections with what is being asked of them.
Use calm verbal language/tone	Use a level tone or match the student's energy		Staff remains calm and de-escalates, give student options allowing them to make a choice	Staff remains calm and de-escalates, give student options allowing them to make a choice
Allow silence and physical space for de-escalation and reflection	Feelings Station	Regulation Station	Use pre-determined safe or quiet spaces, this could be guidance, the Learning Center or conference room. Allow for student to regain composure.	Use pre-determined safe or quiet spaces, this could be guidance, the Learning Center or conference room. Allow for student to regain composure.
Develop a visual or signal with the student to alert the teacher of social/emotional stress or need for a break		Colored index card, two fingers, normalize the regulation station	Staff meets with students to determine visual cues or signals to show social/emotional stress/escalation. This is based on each student and comes from collaborative conversations.	"Red card" shown to the teacher by the student. Verbal cue like, "do you need a break" to allow student choice to leave the room.
Assist in the creation of positive social situations	Pair with preferred activities to develop relationship; initiate games	Seek counselors for social stories or plays, lunch bunch		Help find a place to sit at lunch with peers
Prompt students to set goals, develop an action plan, and reflect on their progress on specific SEL skills			Have students work with support personnel to set and work towards goals. This should include incentives and rewards for making progress	

ADDRESSING BEHAVIORAL CONCERNS					
	Pre-K	Elementary	Middle	High	All Levels
Utilize planned ignoring strategies.	De-escalation strategies-link slide deck; positional placement, prompt wait strategy		Teacher ignores minor behaviors that are attention seeking and not a disruption to the learning environment	Teacher ignores minor behaviors that are attention seeking and not a disruption to the learning environment	Using Planned Ignoring
Redirect undesirable behaviors	Comment on others doing expected behavior- I see that XX is sitting at circle or let's use our walking feet in the hallway. Positive vs. negative — instead of don't do... do this...		Teacher redirects off task students and provides praise and compliments when students exhibit desired behaviors	Upperclassmen model behavior for younger/new students (e.g., "We don't do that here.")	
Seek input from appropriate building based colleagues	Consult time	Counselor, BCBA, Psy, last year's teacher.	Staff reaches out to and meets with colleagues including guidance, school psychologist and administration to brainstorm ideas and interventions	Counselor, school adjustment counselor, psychologist, Ac. Foundations teacher, dean, other classroom teachers, coaches...	
Speak privately to student about inappropriate behavior without the audience of peers	Non-verbal cues and signals for classroom/student specific		Teacher speaks privately with student to discuss behaviors and expectations. These meetings can include guidance and/or individuals the student trusts	Utilize hallway to have a conversation, have the student speak first about their behavior and what lead to being asked to have the conversation	Using Private Corrective Chats
Use of behavior cue cards, graphic organizers, social stories, role-playing	Systematically implement a strategy and use it consistently for at least 2 weeks-take data	Consult with counselor/Sch Psy or Admin for social stories.	Teacher utilizes pre-determined visual cues such as cards or other items to help redirect student focus and attention		
Behavioral modification-charts, checklists, plans, incentives	PBIS, behavior guidelines	Consult with BCBA is anything formal needs to be written	Teachers implement behavior charts and utilize incentives to reward positive behavior and work completion.		
Use visual/auditory reminders of behavioral expectations		Timers, visual reminders, photos of student doing the "right" thing	Teachers use praise and compliment good behavior and effort. Implement pre-determined visual cues to reward student.		
Provide specific feedback regarding student progress			Provide parents and students with detailed feedback about progress through email, phone calls and meetings	Provide parents and students with detailed feedback about progress through email, phone calls and meetings	
Allow time for students to make decisions	Intentional wait time before calling on a student- let's think about this together; demonstrate expected behavior; with appropriate wait time		Use appropriate wait time when asking questions or giving options.	Increase wait time and give them a break to think then come back	
Provide opportunities for student to assume leadership roles	Class jobs — giving directions	Classroom jobs, book clubs, pointer on foundations	Determine student interests and provide opportunities to be a leader in and out of the classroom.		
Provide opportunities for student choice	Choiceless choices		Give students options to demonstrate understanding and make decisions about behavior. If, then options		Offering Choices
Utilize culturally responsive teaching practices		Have/ Display a wide variety of culturally text/authors from varying backgrounds.	Treat each event independently and take all aspects of the student's background into consideration when interacting with the student and family.	Try to understand the root of behaviors and why they might be present for the student	

ASSESSMENT FORMAT				
	Pre-K	Elementary	Middle	High
Provide students a variety of assessment methods to demonstrate mastery	Use work samples; manipulatives, observations, verbal answers	Paper, oral, matching	Test, projects, group activities, give oral answers, slide shows, etc	Test, projects, group activities, give oral answers, slide shows, etc. May not be appropriate depending on the course
***Allow student access to reference sheets, graphic organizers, translation dictionaries or software, sentence starters/frames, rubrics when completing assessments			Students are provided with resources that allow them to access the curriculum and demonstrate understanding	May not be appropriate depending on the course
***Adjust presentation of paper-based instructional materials			Provide paper based instruction in google docs which allows for the changing of font, font size, color, etc. Also allows for translation.	
Allow students to present mastery of content in a variety of ways.		Paper, oral, matching	Same as #2 above	
Highlight key directions	Verbally breakdown steps — cut, color, copy, etc.		The teacher emphasizes key directions, projects them on the board, highlights in text and has the student repeat them.	
PRIOR TO ASSESSEMENT				
Teach test-taking skills			Teachers conduct lessons introducing, teaching and reinforcing specific test teaching skills	
Administer practice activities, review sheets, and study guide				
Simplify language or translate assessments when appropriate		Identify key vocabulary		
DURING ASSESSMENT				
***Assist the student in tracking test items				
Read aloud selected words or phrases; utilize appropriate SEI strategies				
Read directions to student				
Have student reread and restate directions in his/her own words				
Allow students to read assessments aloud				If separate setting is available
Provide sentence frames/ starters, translations, word/ phrase banks, etc. when appropriate				
SETTING				
*Provide distraction-free space or an alternative location for the student (study carrel, front of classroom)	Table, rug, quiet space			
Allow frequent breaks during testing	Assess over multiple days if necessary — chunking testing times			Page by page testing
Assess smaller units of the curriculum over multiple days				May not be appropriate depending on course
*Provide additional time				
AFTER ASSESSMENT				
Provide specific feedback to ensure student proficiency and understanding of content				
Give some credit for partial completion				
Re-teach content to ensure student proficiency and understanding of content when appropriate				

*** These accommodations may not be available for state testing or college board exams.



SECTION 4

ADDITIONAL RESOURCES AND REFERENCES

Accommodations for English Language Learners

If you have questions about general accommodations or best practices for English Language Learners, collaborate with ELL staff and communicate about pre-teaching. Visit ashland.k12.ma.us/ELE for more information.

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Review of the DCAP is an ongoing collaborative effort by the Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Student Services, Director of English language Education, building principals, and various other team members. **This document is accurate as of its September 2024 publication.**

References

Portions of this document were created using resources from:

- [Massachusetts Department of Education](#)
- [Mendon - Upton School District](#)

Contact Information

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Notes



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