ASHLAND MIDDLE SCHOOL
Building Curriculum Accommodation Plan (BCAP)

Introduction

Ashland Middle School is dedicated toward meeting the diverse learning needs of its students. Every effort is made to identify individual learning presentations and to utilize strategies designed to maximize the student's learning potential. A variety of instructional methodologies, educational strategies, and academically sound techniques are employed to support and encourage a philosophy of lifelong learning.

Although most learners present with a combination of learning strengths and relative weaknesses, the goal of the district staff is to develop and sustain the best functional system of learning. Techniques which address visual, auditory, and tactile learners are often mutually effective and beneficial to all learners.

The Curriculum Accommodation Plan recommended to the District represents a starting point for the professionals and is not designed to be the sole process to meet every student's' need. The elementary, middle and secondary schools recognize that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, on going professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class Regular Education modification and accommodation:

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional-expertise to clarify the learning challenges. Together, they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individualized needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

Response to Intervention (RTI Team.):
The Response to Intervention Team is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. In recognition of the particular developmental needs of students in the primary grades, a modality approach may be recommended to address such needs as reading readiness, fine motor and coordination needs, social/emotional interventions, and articulation remediation. This regular education service may be delivered through enhanced classroom programs, specialized modalities, the Reading Tutor Program, or through the School

Counseling program. Students in upper elementary, middle, or high school grades who present with specific needs may be recommended to receive regular education services such as remedial reading, tutoring (where available) after school support programs, the Academic Support Center (high school) or through the School Counseling program. Formal and informal assessments and program participation would require parental permission and parental support. The RTI Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been remediated by the efforts employed within the regular education setting.

Team Referral: 504 or Special Education
Some student's individualized needs exceed the available resources within the regular education setting and the student is referred to the appropriate evaluation team. Students with an identified or observed physical, emotional, learning, or health challenge may require specialized services, equipment, or situation-specific considerations. The information already acquired regarding the student's needs, an assessment of implemented accommodations/modifications, and all other related information available will serve as the foundation for a Team referral.

Once assessed, the student must meet the eligibility criteria for the statutes governing the 504 and/or the Special Education process. When appropriate, a 504 Accommodation Plan or a Special Education Individual Education Program will be developed and proposed by the District. Parent input throughout this process will be a key component and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.
Instructional Support Services

Personnel Resources Providing Support in the General Education Setting

Principal
Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.
Assistant Principal
Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all. Monitor and respond to behavioral issues that exceed the teachers' realm of classroom management. Determine consequences and establish constructive alternatives for improved behavior in future circumstances.
Guidance/ Adjustment Counselor
Provides individual student and group support, serve as liaisons between home and school, and provide parent and teacher support and consultation.
School Nurse
Provide consultation to parents, students and staff, direct service for individual students.

School Psychologist, OT/PT/Speech and Language Specialists

Individual student and group support, serve as liaisons between home and school, and provide parent and teacher consultation, classroom observation of students, informal screening and, when necessary, formal assessments.

Literacy Support Teachers

Provide remedial program for students in language arts, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

Title One Math and Reading Teachers

Provide remedial program for students in language arts and mathematics, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

ELL Teachers

Instruct students who are English Language Learners, collaborate and consult with classroom teachers regarding best practices for instruction of students learning English.

RTI Team

Follows the RTI process whereby the team works systematically to identify and implement strategies for instruction, support &/or enrichment, accommodations to the curriculum, teaching methods, teaching environments or materials necessary for a student to make academic progress**.**

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

In recognition of the developmental needs of students in the primary grades, a modality approach will be utilized to address such needs as, but not limited to, reading readiness, fine motor and gross motor as well as provide social/emotional intervention, and articulation remediation. Students in upper elementary, middle, or high school grades who present with specific needs such as lack of adequate performance, failing grades, absences, truancy or excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under regular education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will schedule an RTI Team meeting, including the classroom teacher and any appropriate staff. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued, or enhanced classroom modifications, and/or referral to a regular education service such as a

reading or math tutor, speech or motor modalities, etc. There may also be a forwarding of the referral to the appropriate 504 Team or Special Education team.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the Teacher Assistance Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource:

<u>**Modifying Presentation of Material/Instructional Accommodations**</u>
- Chunking (Shorter tasks/segment)
- Teach concrete examples before abstract
- Relate information to student experience
- Reduce the number of concepts presented at one time
- Provide an overview of lesson & expectations before beginning (pre-teach)
- Simplify, rephrase, clarify language
- Schedule frequent, short conferences (check in)
- Provide consistent review of lesson before introducing new material.
- Allow use of technology to retain information. (e.g. tape recorders, computers etc.)
- Highlight important concepts (color coding, outline,study guides, graphic organizers.
- Space practice /drill sessions w/ peer partners, workshop games, competitions
- Monitor rate of presentation of material
- Give additional presentations (repeat, simplify, addnl examples, multi-modal approaches)
- Provide additional guided practice
- Enhance opportunities for positive feedback (including performance charting & self-monitoring)
- Recognize / credit oral participation in class
- Provide clear, concise directions for homework assignments
- Assign tasks at appropriate (even if lower) reading level
- Provide oral testing
- Use color coding for directions & expectations
- Grade on quality rather than quantity of responses when skill or concept mastery is shown
- Provide for motor-free or reduced opportunities
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance of assigned tasks (executive functioning training)
- Identify marking rubrics or focus of marking priorities of individual assignments
- Alter size or type of font for instructions and / or text
- Allow to rehearse designated responses prior to being called on in group setting
- Give rubrics and exemplars to students
- Utilize reference guides for students
- Give students a choice of activity based on learning style
- Give varied opportunities for assessment

Modifying the Environment

- Use student carrels (distraction free / reduced setting)
- Use advantageous seating (proximity, free from peer distraction, alter direction facing)
- Provide more than one study site
- Provide seating options (chairs with back support)
- Provide clutter free environment (empty desk, organize desk w/student)
- Use checklist, graphic organizers, & study guides
- Develop / maintain routines / schedules (use of a schedule for individual)
- Use notebooks / designated folders to organize assignments, materials, homework, etc.
- Communicate with various support staff
- Utilize mindfulness activities
- Track student goals and achievements

Modifying Time Demands

- Increase amount of time allowed to complete assignments / tests
- Reduce amount of work or length of tests
- Teach time management skills (checklists, prioritizing time, prioritizing assignments)
- Space short work periods with breaks / change of tasks
- Set up routines & maintain
- Alternate quiet and active time
- Provide specific task w/specific time limits
- Teach test taking strategies
- Offer alternative assessments

Modifying Materials: Visual Processing

- Highlight information to be learned
- Keep written assignments & workspace from extraneous or irrelevant distractors
- Use appropriate contrast between print and background of documents
- Clear and well-defined printed documents
- Review visual task and confirm understanding of all parts of assignment beforehand
- Chunking
- Reduce far point copying requirements
- Use white board or chart paper with colored markers & clear print
- Use graphic organizers

Modifying Materials: Language Processing

- Give written directions to supplement verbal
- Slow rate of presentation
- Simplify language used in instructions
- Avoid abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structure simple & gradually introduce larger sentence structure
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check understanding
- Pre-teach & clarify vocabulary prior to lesson
- Reduce extraneous auditory distractors (conversation, TV, hallway noise, etc.)
- Identify salient points ("This is important. Listen carefully.")
- Provide materials / text @ student's reading level
- Use visual cues to supplement verbal information
- Provide enhanced opportunities for hands-on activities, manipulatives, multi-modal instruction
- Establish concrete experiences before teaching abstract
- Provide learning opportunities relevant to the student's general base of knowledge
- Connect new learning w/previously mastered skills

Modifying Materials: Visual Motor Integration

- Modify quantity of written requirements
- Encourage student to select preferred mode of writing (cursive, manuscript, print, keyboarding)
- Set realistic and mutually agreed upon expectations for neatness
- Use peer or adult scribes
- Provide motor free or reduced opportunities (typing, tape recording, verbalizing responses)
- Provide student w/copies of lecture notes, study guide, or outline of taught material
- Reduce quantity of near-point or far-point copying (provide student w/copy to highlight)
- Adjust assignment for student's motor speed abilities and accuracy

Modifying Materials: Organizational

- Establish daily routine & maintain
- Make clear rules & consistently enforce
- Contract with the student
- Provide notebook w/organized sections for assignments w/due dates, study guides, etc.
- Avoid cluttered, crowded worksheets via blocking, cutting, folding, highlighting, underlining
- Hand out written assignments w/expected dates of completion
- Provide student w/pocket folders, notebooks, etc. to place work once complete
- Set aside specific time for cleaning desks, lockers, organizing notebooks, etc.
- Teach goal-setting skills
- Teach decision-making & prioritizing skills
- Teach time-management skills
- Display the agenda on the board

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<u>Grading</u>
- Individualize grading procedure
- Incorporate Pass / Fail as appropriate
- Use narrative report rather than standard report card

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