

Bedford Public Schools

District Curriculum Accommodation Plan

April 2012

The Bedford Public Schools' District Curriculum Accommodation Plan (DCAP) is designed to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Led by the building principal, staff at each school collaborates on best practices in order to ensure that adequate instructional strategies and supports are available for both student and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students, not solely or specifically for special education.

The Bedford Public School DCAP is a comprehensive one that includes the following components:

- Building based **Response to Intervention/Student Assistance Teams** that meet on a regular basis and provides general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consults with specialist who can provide important information and expertise to the general education teacher are a common part of the RTI/SAT meeting. Parents are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many **specialists** for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Bedford Public Schools provides a **Mentoring Program** for all Year One and Year Two educators. Year One staff participate in a year long Induction Program as well as work with a veteran teacher on a one to one basis. Year Two staff works in small groups with a Mentor who provides more focused and personal guidance regarding instructional strategies and classroom management.
- **Professional Development** is an important part of our District goals providing all staff with an opportunity to collaborate during Wednesday early releases and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- Ongoing **academic support** is available at the building level through before and after school programs. These opportunities are provided by Title I, METCO, grants to the individual schools, or by individual teachers. The goal of these

- programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- All staff are also able to provide **individual accommodations** to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

The DCAP is intended to address various strategies at each level that will help achieve that objective, including:

- Accommodations to address various students' learning needs, including students who are English Language Learners, At Risk, Title I, Special Education, or Gifted and Talented and to manage student's behavior effectively.
- Support services that are available to students through the general education program, including services to address the needs of students whose behavior may interfere with learning.
- Direct and systematic reading instruction for all students.

Components of this document were adapted from "Mitigative Strategies"
<http://www.as.wvu.edu/~scidis/dyscalcula.html> and from publications by Education Development Center, Inc. 2007

Resources, Structures and Services At Lt. Eleazer Davis Elementary School

The following resources, structures and services have been designed to meet the diverse learning needs of students at the Lt. Eleazer Davis Elementary School. Additionally, the building based RTI (Response to Intervention) Team and the PBIS (Positive Behavior Interventions and Supports) Team provide a systematic and collaborative approach to identifying and addressing individual student academic and behavioral needs.

Academic

- Reading services are provided for students in Grades 1 and 2.
- Research based instruction and intervention is provided for targeted students.
- Title 1 support is also provided for identified students.

Behavioral/Social/Emotional

- Open Circle is a social competency program taught in grades K -2.
- Consultative services regarding challenging behaviors at school are provided to the classroom teacher by the Board Certified Behavior Analyst (BCBA).
- Individual behavior intervention plans are coordinated with teachers, adjustment counselors, BCBA and Response to Intervention (RTI) Team members.
- School-wide language of being "Respectful, Responsible, Ready" encourages students to focus on both social and academic goals.
- All students in grades K-2 participate in a school-wide Anti-Bullying Program.
- Collaboration Teams between special educators and regular educators exists at each grade level.
- Educational assistants provide support in all grade levels.
- The senior volunteer program pairs senior citizens with students in need of additional reading support.

Routinely Used Instructional Strategies

In addition to the pre-referral options open to Bedford students, teachers throughout the district make routine use of the following strategies as part of their commitment to good instruction. It should be noted that the strategies listed below may not be appropriate for all instructional ages.

Design Lessons for Clarity

- Share lesson goals with students each day and check on progress towards those goals at the end of the lesson.
- Provide a daily agenda to students.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons.
- Incorporate "Wait time" into lessons.

- Preview new concepts.

Address Assessment Issues

- Teach and practice test-taking strategies and anticipate test formats when appropriate.
- Clarify directions or questions.
- Have student paraphrase directions and questions, as needed.
- Provide visual and auditory directions
- Use timers/time reminders to help students pace themselves if timing is an issue.
- Allow extended time for assessments when appropriate.
- Evaluate student understanding using multiple formats.

Build a Context for Material

- Make content relevant to students.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Preview vocabulary.
- Have student identify key information and main ideas.
- Relate lesson parts to the whole.

Model Strategies

- Use graphic organizers to highlight relationships.
- Model use of highlighting and color coding to help retention (visual memory) and to accentuate patterns when appropriate.
- Use "think alouds" and other metacognitive strategies.
- Provide study tools and/or teach students to make study tools.

Provide Added Supports

- Teach note-taking strategies when appropriate.
- Provide templates/graphic organizers when appropriate.
- Provide a word bank with key vocabulary words and visuals when appropriate.
- Reformat handouts to provide space for students to write when appropriate.
- Provide checklists for multi-step tasks, when appropriate.
- Provide opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class use.
- Provide varied opportunities for student practice.
- Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate.
- Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback with opportunities for student revision.
- Provide technological accommodations when possible, such as word processors, computer accessibility features and Kurzweil.

Establish Routines that Support Learning

- Provide preferential seating for students who appear distracted.
- Develop a system of non-verbal cues for class attention.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small teams and to share their thinking out loud with others.