



# **District Curriculum Accommodation Plan Forms**

## **Appendix A**

# AYER SHIRLEY REGIONAL SCHOOL DISTRICT

## GENERAL EDUCATION INTERVENTION AND ACCOMMODATION TRACKING FORM: ACADEMIC

Student Name:

Grade:

Teacher:

Date:

| Use the column on the right to track implementation efforts as generally (S) Successful or (U) Unsuccessful: | S/U |
|--------------------------------------------------------------------------------------------------------------|-----|
| <b>General Academic Strategies to Improve Student Engagement and Achievement</b>                             |     |
| Develop/implement Educational Proficiency Plan –EPP (HS only)                                                |     |
| Utilize gradual release of responsibility model (I do, We do, You do)                                        |     |
| Explicitly communicate daily objective/intended outcomes for each period of instruction                      |     |
| Explicitly communicate how and why the learning goal is relevant and meaningful to students                  |     |
| Develop flexible skills-based instructional groupings based on assessment data                               |     |
| Use cooperative learning strategies (e.g. Turn and talk, Partner Read, Group assignments, etc.)              |     |
| Pre-teach, reteach important concepts and vocabulary                                                         |     |
| Provide differentiated instruction: by process, product or by choice                                         |     |
| Utilize multiple intelligence/learning style approaches                                                      |     |
| Provide multi-modal presentations of materials (see-hear-say)                                                |     |
| Provide visuals to support oral directions (e.g. charts, graphs, maps, globes)                               |     |
| Provide hands-on manipulatives/other multi-sensory instructional aids (e.g. hands-on math tools)             |     |
| Provide wait time to allow student to formulate response before moving on                                    |     |
| Explicitly plan and teach academic vocabulary in content lessons                                             |     |
| Activate prior knowledge                                                                                     |     |

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| Connect new learning across topics and disciplines                                                                                                  |  |
| Provide additional examples, models                                                                                                                 |  |
| Develop an integrated, interdisciplinary curriculum                                                                                                 |  |
| Vary instructional pace                                                                                                                             |  |
| Incorporate incentives/rewards in support of task completion                                                                                        |  |
| Simplify complex instructions by chunking, one segment at a time                                                                                    |  |
| Break down written assignments/projects into smaller, manageable parts                                                                              |  |
| Model strategies for reading comprehension in content areas<br>(e.g. Thinking Out Loud)                                                             |  |
| Model use of graphic organizers                                                                                                                     |  |
| Use Highlighters and post it notes to encourage close reading of print materials                                                                    |  |
| Limit amount of material presented on a single page (window frames)                                                                                 |  |
| Enlarge print or reduce number of items per page/line                                                                                               |  |
| Ask student to paraphrase context to check understanding                                                                                            |  |
| Ask student to repeat, restate, or write directions/instructions                                                                                    |  |
| Reduce workload (e.g. solve fewer problems)                                                                                                         |  |
| Development/implement academic contracts with students                                                                                              |  |
| <b>Assessment</b>                                                                                                                                   |  |
| Monitor student progress through ongoing daily formative assessment and periodic benchmark assessment                                               |  |
| Incorporate student self-assessment as part of progress monitoring                                                                                  |  |
| Utilize rubrics and checklists to clarify scoring criteria for independent assignments                                                              |  |
| Offer student alternate ways to demonstrate knowledge through a variety of assessment types (e.g. open response, performance based vs paper based.) |  |

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| Offer student alternate ways to demonstrate knowledge through a variety of responses (e.g. Oral response, computer-based response, etc.) |  |
| Provide scribe to record dictated responses                                                                                              |  |
| Offer untimed/extended time for classroom assessments                                                                                    |  |
| Explicitly teach test-taking strategies and offer practice tests                                                                         |  |
| Modify assessment environment and structure: small group setting, alternate setting, several shorter sessions, etc.                      |  |
| Provide word banks as needed for writing assignments                                                                                     |  |
| Provide a balance of formative and summative assessment practices                                                                        |  |
| <b>Language Acquisition/Development</b>                                                                                                  |  |
| Define and post intended language objectives if ESL student is present in the class period                                               |  |
| Explicitly teach Tier 2 vocabulary (e.g. words to be used in directions, instruction of the lesson)                                      |  |
| Pre-teach background knowledge, Tier 3 content-specific vocabulary                                                                       |  |
| Provide sentence frames                                                                                                                  |  |
| Adjust expectations for written product based on language proficiency level                                                              |  |
| Explain cultural references                                                                                                              |  |
| Explain complex language such as idioms, metaphors                                                                                       |  |
| Provide bi-lingual dictionary as appropriate                                                                                             |  |
| Provide translation of home-school communication if requested on Home Language Survey                                                    |  |
| <b>Technology</b>                                                                                                                        |  |
| Utilize technology tools/computer assisted instruction to strengthen skill deficits                                                      |  |
| Incorporate appropriate content-based instructional software                                                                             |  |
| Provide a calculator, emphasize problem solving strategies                                                                               |  |

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| Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonics, “spell check, grammar check” |  |
| Utilize listening centers                                                                               |  |
| Other (please list):                                                                                    |  |

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## GENERAL EDUCATION INTERVENTION AND ACCOMMODATION TRACKING FORM: NON-ACADEMIC

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

| Use the column on the right to track implementation efforts as generally (S) Successful or (U) Unsuccessful:                                    | S/U |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Attention/Focus</b>                                                                                                                          |     |
| Visually or verbally prompt student's attention back to task                                                                                    |     |
| Adapt environment to avoid distractions-e.g. special lighting or acoustics                                                                      |     |
| Balance "brain breaks" and movement with periods of sitting                                                                                     |     |
| Assign chores/duties around room/school as movement breaks                                                                                      |     |
| Provide opportunities to stand/move while working                                                                                               |     |
| Use a timer to assist student to focus on given task (not recommended for students who may feel extreme pressure with the use of a timer)       |     |
| Consider seat accommodations – proximity, type of chair, etc.                                                                                   |     |
| Make separate "space" for different types of tasks                                                                                              |     |
| Allow for sensory input such as parent-provided gum or mints, seat cushion, etc                                                                 |     |
| Allow frequent breaks                                                                                                                           |     |
| <b>Social/Emotional/Behavioral</b>                                                                                                              |     |
| Establish school-wide expectations for behavior, link classroom rules                                                                           |     |
| Clearly define and post classroom behavior/expectations in positive rather than negative terms in view of all students (e.g. 'Respect Others' ) |     |
| Explicitly teach and consistently reinforce classroom rules, routines, procedures                                                               |     |
| Facilitate parent support/communication                                                                                                         |     |
| Consult with school psychologist, school counselor, social worker, special needs staff; consider need for individual or small group counseling  |     |

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| Develop/implement in-class behavior plans                                                                        |  |
| Develop student-teacher contracts                                                                                |  |
| Provide challenge and enrichment projects based on student readiness                                             |  |
| Establish a nonverbal cue between teacher and student for behavior monitoring                                    |  |
| Provide immediate positive reinforcement for appropriate behavior                                                |  |
| Model and reinforce positive self-talk                                                                           |  |
| Develop list of positive reinforcement/incentives/rewards matched to student interests and needs                 |  |
| Utilize charts and graphs to monitor expected behavior                                                           |  |
| Reinforce self-monitoring and self-recording of behaviors                                                        |  |
| Use simple corrective measures and logical consequences                                                          |  |
| Analyze student behavior patterns for “triggers” and watch for triggers that often lead to inappropriate actions |  |
| Model strategies for stress relief                                                                               |  |
| Provide easy access to necessary classroom supplies                                                              |  |
| Utilize transition cues                                                                                          |  |
| Other (please list):                                                                                             |  |

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## GENERAL EDUCATION INTERVENTION AND ACCOMMODATION TRACKING FORM: HOMEWORK/ ORGANIZATIONAL/STUDY SKILLS STRATEGIES

Student Name:

Grade:

Teacher:

Date:

| Use the column on the right to track implementation efforts as generally (S) Successful or (U) Unsuccessful:                     | S/U |
|----------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Organization/Homework</b>                                                                                                     |     |
| Provide student checklists, homework log or agenda notebook school wide, require parent checkoff as needed                       |     |
| Model/reinforce organizational systems (i.e. phone/computer apps, color coding, use of electronic calendar with audio reminders) |     |
| Use common grade level graphic organizers (e.g. Keys to Literacy)                                                                |     |
| Explicitly teach note-taking skills (e.g. Two Column Notes)                                                                      |     |
| Use a consistent routine for notetaking across disciplines                                                                       |     |
| Provide assistance with note taking or copies of notes as needed                                                                 |     |
| Check student's recording of assignments and tasks                                                                               |     |
| Utilize buddy system for homework check-in                                                                                       |     |
| Provide daily schedule with visuals as supports                                                                                  |     |
| Provide differentiated homework assignments                                                                                      |     |
| Set time expectations for assignments and teach student to use a calendar with audio reminders and task lists to track deadlines |     |
| Provide clues (e.g. clock faces) indicating beginning and ending times                                                           |     |
| Experiment with a flexible schedule                                                                                              |     |
| Periodically provide in-class time to sort paperwork/files/organize materials                                                    |     |



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|                                                                                                                |  |
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| Provide ongoing home/school communication in support of homework completion                                    |  |
| <b>Study Skills</b>                                                                                            |  |
| Explicitly teach student to use post-it flags, highlighters, index cards to review key concepts and vocabulary |  |
| Explicitly teach study skills related to content                                                               |  |
| Offer peer teaching/study group activities                                                                     |  |
| Provide notes, outlines, and study guides prior to class                                                       |  |
| Explicitly teach the use of reference tools, provide research assistance                                       |  |
| Use test prep websites to reinforce important concepts and vocabulary                                          |  |
| Other (please list):                                                                                           |  |

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## EDUCATOR SUMMARY OF DATA REVIEW FORM

**Teacher:**

**Date:**

**Student Name:**

**Date of Consultation with previous year teacher:**

**Results of Data Review:**

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**Summary of Parent Input:**

Please maintain this form in a secure location throughout all pre-referral activity.

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## GENERAL EDUCATION INTERVENTION and CURRICULUM ACCOMMODATION PLAN

|                                                                           |                       |
|---------------------------------------------------------------------------|-----------------------|
| Student Name:                                                             | DOB:                  |
| Grade:                                                                    | Referring Teacher(s): |
| Date of 1 <sup>st</sup> c Student-Teacher Assistance Team (STAT) Meeting: |                       |
| Date Student-Teacher Assistance Team (STAT) will reconvene:               |                       |

| Student-Teacher Assistance Team (STAT) Members: | Role: | Initials: |
|-------------------------------------------------|-------|-----------|
|                                                 |       |           |
|                                                 |       |           |
|                                                 |       |           |
|                                                 |       |           |
|                                                 |       |           |
|                                                 |       |           |

Please list additional STAT Team members on separate paper and attach.

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Please describe the student's strengths (academic and non-academic):

Please describe the concern about the student's educational progress. Is the student not meeting grade level expectations... in a particular area? In more than 1 academic area?

Is the student exhibiting social-emotional, behavioral or medical difficulties... in the classroom? In informal interactions with peers?

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Did the student score below proficient... on state assessments? On District benchmark assessments?

What input has the parent provided?

Please describe the teacher’s attempted instructional strategies, accommodations and interventions attempted using the ASRSD DCAP as a guide.

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Notes relative to review of student data by STAT:

Notes relative to review of student work samples by STAT:

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STAT recommends the following new instructional strategies, accommodations and interventions:

Note – STAT to attach DCAP General Education Intervention and Curriculum Accommodation Forms

General, Measurable Goal(s) of this Accommodation-Intervention Plan dated \_\_\_\_\_



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Has improvement been noted in the plan dated \_\_\_\_\_ in the specified area(s) of concern?

**Note to student’s present teacher(s):** Please document any additional accommodations prior to STAT reconvening.

**Note to STAT members:** Be specific in describing the outcomes of the 6-8 week General Education Curriculum Accommodation-Intervention plan.

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The Assistant Principal named below is responsible for monitoring the student’s GENERAL EDUCATION INTERVENTION and CURRICULUM ACCOMMODATION PLAN:

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Assistant Principal Name (please print)

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Signature

cc:

Principal\*

Parent(s)

STAT Team Members

School Counselors

General Education Teacher(s)

\*Principal will instruct teacher(s) each year to review cumulative folders for Education Curriculum Accommodation-Intervention Plans.