Douglas Public Schools

District Curriculum Accommodation Plan

Updated September 2026



Primary School



Elementary School



Middle School



High School

DOUGLAS PUBLIC SCHOOLS

District Curriculum Accommodation Plan



Our Mission:

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of students.

We Believe:

Every student deserves a safe, engaging, and inclusive learning environment that empowers them to acquire and develop the necessary skills and knowledge to become active, caring, and passionate life-long learners and citizens in an evolving and diverse world.

District Curriculum Accommodation Plan:

In accordance with Massachusetts General Laws, every district is required to adopt and implement a DCAP. This DCAP serves as a resource for principals, teachers, and staff in ensuring that all possible efforts are made to meet the needs of students in the general education setting.

Section 1

Blueprint, Laws & 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 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 supports plans already available and implemented with the individual schools of the Douglas 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 prove to be helpful to support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents the ways in which Douglas 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 in order 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.

Our Blueprint for Student Success serves as the foundation for all the work that we do and the decisions that we make. This Blueprint is reviewed and updated every year to meet the needs of our students and community.

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."

Section 2

District and School Programs and Services Offered

I. Educational Programs
II. General Education Support Services to Provide Access to Learning
III. Personnel Available to Provide Consultation to Assist Educators with DCAP
IV. Accommodations Provided within General Education Programs When Appropriate
V. Professional Development, Induction, and Support for Educators
VI. Volunteer and Community
VII. Resources

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 for all students are
developed and implemented. 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
Educators will vary content, process, and product demands in response to students' needs, based on formative and summative assessments.

Use of Assessment Data to Monitor Student Progress
Massachusetts adopted standardized test data is analyzed for aggregate trends and for 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 DPS and DES who are identified as needing additional support.

English Language Learner Education Programming
ELL teachers and tutors support students that 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 Douglas provides a School Resource Officer. This officer provides proactive interventions with at-risk students and works with leadership teams to develop prevention programs.

III. Personnel Available to Provide Consultation to Assist Educators with DCAP

Principals
Adjustment Counselors
Assistant Principals
ABA's/Paraprofessionals
Psychologists
Occupational Therapists
Physical Therapists

School Resource Officer
Special Education Teachers
BCBA
Speech and Language Pathologists

ELL Teachers
Guidance Counselors

School Nurses

Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to provide input regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.

IV. Accommodations Provided within General Education Programs When Appropriate

Accommodations are provided to students identified as needing additional supports in the general education classroom. These supports include accommodations that address academic, behavioral, and social/emotional needs. Each school has specific accommodations listed in its D/BCAP.

V. Professional Development, Induction, and Support for Educators

Graduate Courses
Educators can receive reimbursement for graduate courses which are relevant and directly related to district and school improvement goals.

Job Embedded Professional Development
Expertise is shared through professional collaboration, facilitated by vertical teams, curriculum coordinators, administrators, and/or teachers.

Professional Development Workshops
The district works collaboratively with its professional staff to offer professional development time throughout the year, half or full day experiences devoted to key areas of focus. In addition, various after school workshops are held, often led by peers, to discuss, develop, and model best practices.

Conferences
The district supports educator attendance at various conferences sponsored by professional associations related to key education topics that support district and school goals.

The New Teacher Orientation and Mentoring
The purpose of this induction program is to support new teachers in their roles and professional responsibilities as educators in Douglas Public Schools. This includes opportunities to collaborate with colleagues and identify ways to support all students. All first year professional staff are assigned a Mentor. Mentor training begins prior to the start of school and is ongoing throughout the year. Peer observations between the mentor and new teacher are required.

Supervision and Evaluation
Douglas Public Schools has adopted the Massachusetts Model System for Educator Evaluation. All professional staff are rigorously evaluated on standards of Curriculum Planning and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture.

VI. Volunteer and Community VII. Resources

Parent Groups

There are a variety of parent and community groups from which the district benefits.

Volunteers

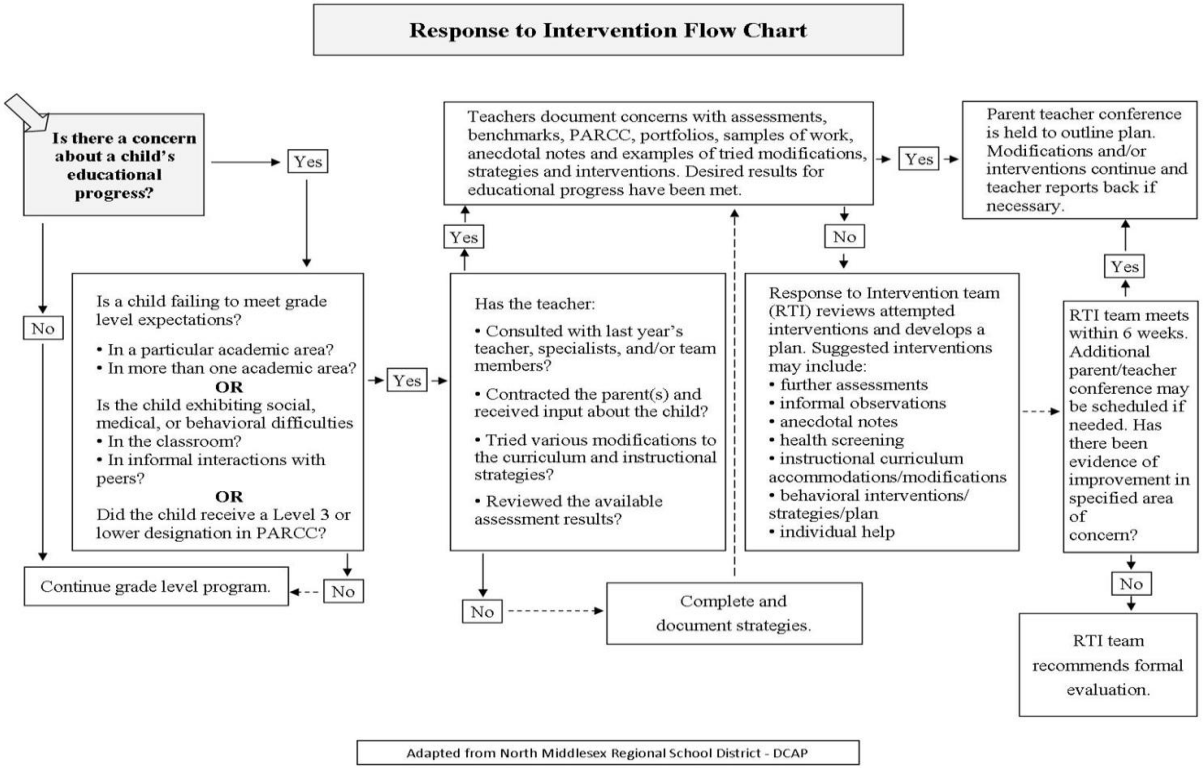
Classroom and school-wide volunteers are welcome in our schools both as individuals and groups.

Future Plans

Douglas Public Schools continues to review its district policies and procedures on an annual basis. Most recently approved is its Blueprint for Student Success. Objectives of this DCAP align with the district Blueprint.

Section 3

Response to Intervention

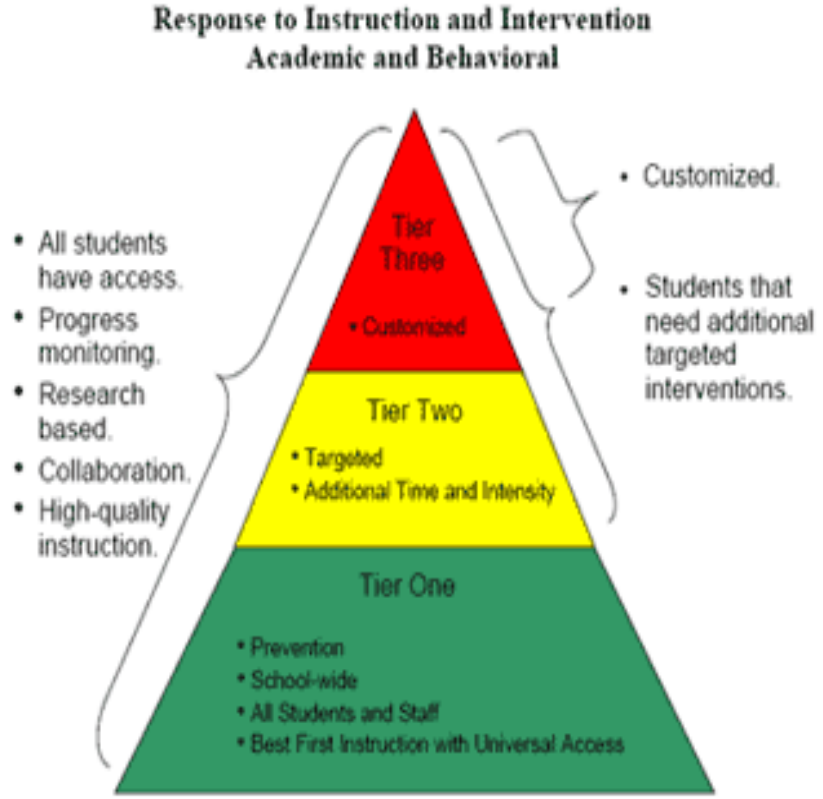


What is MTSS?
A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Description of Tier 1, 2, 3
Tier 1: All students receive high-quality, scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: Student receives individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.



Section 4

General Accommodations

Instructional Strategies and Activities	
Preferential Seating	Use Transition Cues
Use Visual & Auditory Aids	Provide Individual Help within the Classroom
Minimize Distractions	Provide Model Graphic Organizers
Differentiated Instruction	Include Active & Varied Participatory Learning Activities
Offer Peer Tutoring/Group Activities	Use Developmentally Appropriate, Culturally and Linguistically Sensitive Materials
Encourage Peer Tutoring	Model Content Area Literacy Strategies
Provide Online Links & Resources	Use Multiple Intelligences & Learning Style Approaches
Encourage After School Extra Help Sessions	Break Down Tasks
Teach and Model Study Strategies	Use a Variety of Grouping Strategies (Flexible Skills Groups)
Teach and Model Test-Taking Strategies	Include Wait Time During Instruction
Provide Periodic Checks for Understanding	Allow for Delayed Response Time
Provide Models/Exemplars of Assignments Expectations	Provide timely and specific Feedback about Student Performance
Pre-Teach Vocabulary/Concepts	Provide Visual & Auditory Cues to Stay on Task
Provide Marker to Guide Reading	Provide Multi-Modal Presentation of Materials
Activate Background/Prior Knowledge	Offer Research Assistance

Assignments & Assessments	Self-Management & Organization	Material & Tools
Differentiate Assessments	Develop Instructional Contracts	Modify Instructional Materials
Differentiate Assignments	Arrange Progress Report Cycle	Provide Scaffold Notes
Allow Alternative Projects to Demonstrate Mastery	Schedule Counseling or Group meetings	Provide Copy of Teacher Notes (when applicable)
Design Long-Term Assignment Timelines	Encourage Study Groups	Provide Reference Tools
Allow Extended Time on Tests	Teach Study/Note Strategies	Provide Supplementary Materials
Allow for Oral Testing	Take advantage of Computer Labs	Provide Manipulatives
Provide Rubrics	Monitor Use of Agenda to Record Homework	Provide Effective Study Guides
Repeat or Reteach Concepts	Assist with Organization of Master Notebook	Create Flashcards
Provide Small Group Testing	Teach Note/Test-Taking Strategies	Encourage Highlighting or Color Coding
Read Test to Student	Model Organizational Skills	Modify time demands
	Have Student Repeat or Paraphrase Directions	Provide a Variety of Grading Methods
	Provide an established daily routine	
	Provide clear rules and enforce them	
	Create a contract with the student	
	Provide a specific place and time for turning in assignments	
	Collaborate with parents	
	Create checklists	

Behavioral Strategies	Communication
Arrange Physical Space/Materials to Minimize Disruptive Movement	Establish Communication Plan with Family
Adjust Classroom Behavior Management	Arrange Progress Report Cycle
Minimize Distractions	Parent Training/Workshops
Provide Praise and Positive Reinforcement	Communication Logs
Provide Clear & Consistent Expectations & Logical Consequences	
Develop Behavior Modification Plan/Chart	**Technology**
Schedule Student Counseling or Group Meetings	Utilize Computer-Assisted Instruction
Allow for Teacher Consultation with School Psychologist, Adjustment Counselor, Guidance Counselor, etc.	Provide Calculators
Allow Breaks	Take Advantage of Learning Lab/Computer Lab
Develop Teacher-Student Contracts (e.g., goals, expectations, etc.)	Use Listening Center/Audio Recordings of Books
Provide Student with a Mentor	Use Hand-Held Devices
Provide Student & Family with Specific Behavioral Feedback	Record Lessons
Standing Desks	Use digital measuring devices
Give a personal cue to begin work	Leveled reading texts on device
Provide immediate reinforcers and feedback	
Check on progress often in the first few minutes of work	

Social/Emotional/Behavioral Strategies	
Provide clear and concise classroom expectations and consequences	Reduce amount of an assignment(quality over quantity) if the student is overwhelmed
Consistently reinforce rules	Provide opportunities for the student to self-select an activity to pursue independently
Provide student with alternatives and choices	Use of self-regulation tools such as: scale/chart, emotional thermometer, Zones of Regulation, segmented clock, timers, mobile device
Collaborate with the student to solve problems	Assign activities that require some movement
Develop a visual or signal with the student to alert the teacher of social/emotional stress or need of a break	Ignore attention-getting behavior for a short time
Set up easily attainable personalized social interaction expectations so that the student can achieve social success	Monitor levels of tolerance and be mindful of signs of frustration
Each day be sure students have at least one task they can complete successfully and receive positive reinforcement for their accomplishment	Speak privately to student about inappropriate behavior without the audience of peers
Allow time for the student to keep a journal to record anxiety-producing thoughts which can be shared with a trusted adult	Use of behavior cue cards, graphic organizers, social stories, role-playing
Allow access to a calming area	Behavioral modification-charts, contracts, checklists, plans, incentives
Provide time for relaxation techniques for all students	Use visual/auditory reminders of behavioral expectations

Executive Functioning **Initiate tasks: Strategies** (Difficulties beginning tasks independently)	**Working/Memory: Strategies** (Difficulties following multi-step directions, completing long term assignments, etc.)	**Organization** (Messy desk, not bringing what they need to class, losing papers, etc.)
Writing: Sentence starters	Supply written/picture directions (on board or on desk)	Create a file system (homework folder, classroom folder, etc.)
All academics including projects: Supply the first step to a problem	Provide model/exemplar of the final product.	Develop monthly calendars to track assignments/events
Teach student direction-following skills: -whole body listening -ask questions -use environmental cues -rely on examples provided	Create a sign (like a post-it on the side of desk) when the student is confused or needs help with next steps.	Encourage list making Provide visual list of materials needed, or tasks to be completed for each activity, when giving directions.
Structure environment to allow for opportunities for help or assistance either from peers or teachers.	Give directions in a variety of ways (verbal, non-verbal, written)	Minimize items the student keeps in desk. Provide an organizer outside of desk for additional materials.
Provide student with agreed-upon signal to remind when s(he) has not begun a task or use visuals (e.g., sand timer or segmented clock). Narrate passage of time (whole class).	Create resource notebook and allow note taking during whole group/lecture lessons (send to/from school)	Use a clock/timer to show how much time is allotted to an activity. Break down the task with the appropriate number of minutes. As each time line approaches, talk to the class about what should be completed and what should be worked on next.
Write contract with student, specifying behavior expected (initiating task within 1-3 min.) and reinforcement to be given.	Encourage highlighting important information, noting key words.	Provide student with copies of materials lost to ensure s(he) is not inadvertently reinforced for losing materials.
Help student develop situational awareness by modeling STOP and Reading the room (where am I, what's going on, what is happening, what pace is required).	Assist student to break down long-term assignments and track time lines for task completion.	Have student chart number of times s(he) is organized and prepared for activities, providing reinforcement.
Provide a variety of spaces where student may opt to do assignments, including a private place to reduce fear of public failure.	Use of acronyms when presenting knowledge.	
Daily Tasks: Make checklist with steps	Mnemonic devices	

Emotional Control (Difficulties controlling emotions when upset, uses inappropriate language/tone when upset)	**Non-compliance** (Difficulties accepting teacher direction)
Teach student to take deep breaths and/or count to 10 when upset	Maintain visibility with student for ease of making eye contact while verbal directions are being given.
Allow student to take a break within the classroom (bean bag chair, table at back of room)	Keep close supervision of student, gradually decreasing it as student becomes more compliant with rules on their own.
Allow student to leave room to take a break (get drink, use bathroom)	Maintain emotional composure and prevent power struggles by providing optional courses of action so as to reduce total refusal to comply with directives.
Take the student aside to talk through the situation privately Help student identify the size of the problem and determine if their reaction was too big for the problem, while also brainstorming possible solutions.	To improve compliance, use a "be quick, quiet and be gone" mentality by approaching the student's right side, lowering to their level, and saying softly toward their right ear using an "I" message paired with the expected compliance. (e.g. I need you to …. so we can learn right now.) then walk away
Assess situations which may be triggers for emotional arousal and determine ways to prevent future outbursts (e.g., help student read another person's face, body language, mood that they misinterpreted which may have caused the meltdown).	When making demands, use a neutral calm tone, avoid yes or no questions, give choices when possible and use declarative vs. authoritative language by making request and moving away, allowing extended time to comply.
Teach and encourage student to use problem-solving skills: - What is the problem? - What is goal/objective? - What strategies can I use? - What's my action plan? - Carry out plan	Maintain consistent rules, routine and general expectations, allowing natural consequences to occur (e.g., removal from activity, losing special privileges) as a result of not following the directives of staff.
Provide alternate activities to perform, which may teach the same skill, in case some activities prove upsetting (e.g. card for an uncle when there is no dad).	Call the school's Crisis Team in the event a student is not complying with a teacher request when it involves safety of self or others.
Give student some decision-making choices (e.g., work space, order of tasks, who to work with that may bring comfort/support).	Have student list or review the pros and cons of an action and determine if the pros outweigh the cons before s(he) takes action.
Provide positive attention and reinforcement in stressful situations where student uses strategies toward self-control.	Review expected behavior and rules frequently. Post within the classroom for student and teacher reference.

Elevated Activity (Excess movement)	**Inattention**
Allow the child to sit in a chair instead of on the rug.	Preferential Seating
Allow the student a fidget mechanism. This can be a squishy ball, paper clip, Velcro under desk, etc.	Prompting when distracted
Tie a rubber band/Theraband to legs of chair and encourage the child to bounce	Supply with written directions of a checklist
Provide seating that allows for mobility (disco seat, standup desk, moving stool)	Provide incentives along with directive (e.g., when you finish this assignment, you may earn a pass to (identify an activity that also involves movement and is rewarding)
Preferential seating towards the front center of room (away from windows and doors)	Verbally cue the class when the discussion shifts from one topic to another
Provide structure with clear expectations and predictable routine.	Encourage only those materials needed for current assignment on the desk.
Allow for motor breaks within the classroom. Incorporate movement into the lesson or ask student to run an errand or carry something weighted	Teach student appropriate ways to respond to visual and auditory stimulation by seeking a carrel, other work area or asking others to be quiet when faced with visual and auditory distractions.
Use a combination of 60 bpm music and lowering of fluorescent lights, to enhance calmness, when students come back from high energy transitions (at least for 3 min.).	Teach student direction-following skills: -whole body listening -ask questions -use environmental cues -rely on examples provided
Allow student to use a water bottle with chewable top	
Incorporate Brain Gym / Movement CD within the classroom routine	

EL Learning Resources/Adaptations	EL Listening/Reading Supports	EL Speaking/Writing Supports
Realia	Careful use of metaphors and idioms	Illustrate ideas before writing
Manipulatives	Native language clarification	Graphic organizers for writing
Visuals	Partner explanations	Talk through ideas before writing
Calculators	Cooperative learning	Provide sentence starters
Use of consistent graphic organizer(s)	Repetition	Provide word banks with tier I, II, and III vocabulary.
Extended time for tests	Use gestures/facial expressions	Wait time
Read aloud for tests	Articulated/slowed rate of speech	Editing checklist
No penalty for grammatical errors (aligned to WIDA levels)	Modifications of questions (aligned to WIDA levels)	Break writing into smaller steps (aligned to WIDA levels)
Post language objectives in a visible space and review expectations	Simplification of directions (aligned to WIDA levels)	Structured talk time included in lessons (i.e. turn and talk, sentence frames, word banks, etc.)
Teach cultural navigation of American schools	Materials in differentiated levels of complexity	Provide pictures prompts to guide retelling.
Bilingual dictionaries and glossaries	Paraphrasing of directions	Use writing rubrics.
Word walls /word banks/personal dictionaries with visual support	Sufficient explanation with an exemplar sample of expected end product	Provide guided writing, modeled writing, interactive writing, and collaborative writing experiences
Use consistent and familiar routines	Audio-books	Portfolio assessments
Pre-teach background knowledge needed	Preview/frontload new vocabulary	Cloze frames academic sentence & paragraph frames
Project-based learning	Set purpose for listening and reading	Write-Around
Find out cross-language connections (similarities and differences between the native language and English (i.e. cognates and explicit comparisons)	Find out which phonemes are not present in the native language and help to discriminate between new sounds in English.	Allow student to write work in native language for unknown words and then use a dictionary at the end of the writing task to translate.
Partner & small group work	Pair oral directions with visual cues	Scribe
Interactive lessons (numbered heads together, jigsaw, corners, fishbowl)	Teach sight words in context of a sentence, so students will remember the meaning.	Mini-lessons in English grammar, vocabulary & spelling
Native language clarification	Preview comprehension questions before reading	Ratiocination and Cut & Grow strategies for editing writing
Be aware of family / educational / psychological history	Provide shared reading, readers' theater, and partner reading experiences	Model and expect complete sentences in speaking and writing.
Use a highlighter to target key concepts	Anchor charts for thematic units & grammar	Practice public speaking/giving presentations
Role play	Multicultural & bilingual literature	Videotape students reading / talking
Thematic units with a global perspective	Teach how to use bilingual dictionary	Typing on computer (spell/grammar check)
Meet with the ESL teacher	Take-home books	Sorting words / pictures
Videos / Technology	Foster word consciousness	
Total Physical Response (TPR)		

Section 5

Building Accommodation Plans



Douglas Primary School

Douglas Elementary School

Douglas Middle School

Douglas High School

Douglas Primary School BCAP

ACADEMIC RESOURCES, STRUCTURES AND SUPPORTS SERVICES FOR DOUGLAS PRIMARY SCHOOL

INSTRUCTIONAL

- Daily literacy and math blocks with differentiated instruction
- A common language for academic learning
- Vary grouping in the classroom for different purposes
- Scaffold complex concepts and provide leveled problems for multiple entry points
- Multimodal learning styles (oral, visual, kinesthetic, digital)
- Use of graphic organizers
- Provide a variety of ways to respond: oral, choral, student white boards, etc.
- Emphasis on quality vs quantity
- Differentiated and/or reduced homework
- Identify and/or pre-teach key vocabulary (word banks, visuals)
- Use of a word wall (whole class) for key academic terms
- Re-teach with multiple approaches
- Peer tutoring/mentoring/study buddy
- Set clear directions/expectations (visual, verbal)
- Frequent checks for understanding
- Pre-alerts and wait time
- Provide agendas and objectives that clearly articulate learning goals for students
- Provide a model of the finished product
- Provide more frequent parent/guardian communication

ASSESSMENT

- Variety of assessment modes (present,design, perform, write, oral, draw)
- Performance test vs written test
- Project-based assessment
- Extended time
- Visually modified tests
- Closed vs open-ended questions
- Test read aloud
- Alternative testing environment

TEACHER SUPPORTS

- Common planning time for classroom teachers to discuss assessments, common unit planning, and student progress
- Grade level team meetings
- Student Support Team
- District-wide professional development activities with a focus on content and pedagogy

SOCIAL EMOTIONAL RESOURCES, STRUCTURES AND SUPPORTS SERVICES FOR DOUGLAS PRIMARY SCHOOL

INSTRUCTIONAL

- Repeated routines
- Expectations made visual
- Make use of Behavior Plans
- Use time management tools (daily planner, assignment sheet, calendar, schedule)
- Utilize Morning Meeting, circle time, Zones of Regulation
- Social Thinking weekly lessons by adjustment counselor
- Mindfulness activities
- Small group for social emotional learning, lunch bunch
- Opportunities for choice

PHYSICAL/STRUCTURAL

- Assigned movement/working walks
- Small, quiet area available when needed
- Allow alternate workspace, standing desk, divider, flexible seating
- Calming corner with tools to calm body
- Soothing music
- Break space outside classroom
- Provide alternative setting for testing
- Flexible seating options
- Strategic seating (classroom, assemblies)
- Minimized visual distractions

TEACHER SUPPORTS

- Professional development activities with a focus on social-emotional learning
- BCBA to support all staff
- Data and analysis collections systems
- Collaborate/consult with related services specialists (adjustment counselors, speech/language pathologists, school psychologists, occupational therapists, physical therapists, nurses, ELL teachers, and administrators)
- SST- Student Support Team

TOOLS/MANIPULATIVES

- Sensory box, mindfulness toolkit
- Timers
- First/then boards
- Weighted items
- Home/school connection charts for behavior protocol



Douglas Elementary School BCAP

Modifying Presentation of Material/Instructional Accommodations

- Break down learning tasks into manageable steps
- Teach concrete examples before abstract
- Make connections to student experience
- Reduce the number of concepts presented at one time
- Pre-teach lesson content
- Simplify, rephrase, clarify language
- Provide frequent check-ins
- Provide consistent review of lesson before introducing new material.
- Highlight important concepts (color coding, graphic organizers)
- Space practice /drill sessions w/ peer partners, workshop games
- Monitor rate of presentation of material
- Give additional presentations (repeat, simplify, additional examples, multi-modal approaches)
- Provide additional guided practice
- Enhance opportunities for positive feedback
- Provide clear, concise directions for homework assignments
- Assign tasks at appropriate (even if lower) reading level
- Use color coding for directions & expectations
- Assess on quality rather than quantity of responses when skill or concept mastery is shown
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance of assigned tasks (executive functioning training)
- 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 (oral, written, multiple choice, close activity, word bank)

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 with optimal white space (limit text on one page)
- Review visual task and confirm understanding of all parts of assignment beforehand
- Chunking
- Reduce far point copying requirements and provide a near point model for copying
- Use white board or chart paper with colored markers & clear print
- Use graphic organizers
- Various paper options and boundaries provided as needed (highlighted lines/margins, raised paper)
- Reduced visual stimuli on a page

Modifying Materials: Language Processing

- Give picture and/or written directions to supplement verbal
- Speak with a slow rate
- 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 (cheap talk)
- 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
- Provide adequate wait time
- Allow student to rehearse before responding in a group

Modifying the Environment

- Use preferential seating (proximity, free from peer distraction, alter direction facing)
- Provide more than one study site
- Provide seating options (chairs with back support, cube chair, bouncy bands, stability ball, disc, cushion, standing desk, etc.)
- Provide clutter free environment (empty desk, organize desk w/student)
- Use checklist and graphic organizers
- Develop / maintain routines / schedules (use of a visual schedule for individual)
- Use notebooks~~/~~/designated folders to organize assignments, materials, homework, etc.

Modifying Time Demands

- Increase amount of time allowed to complete assignments / tests
- Reduce amount of work or length of tests
- Space short work periods with breaks / change of tasks
- Set up consistent routines & maintain routines
- Alternate quiet and active time
- Provide specific task w/specific time limits
- Use various elapsed timers as visuals
- Teach test taking strategies



Modifying Materials: Visual Motor Integration

- Modify quantity of written requirements
- Provide various modes for students and allow for student choice
- 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)
- 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 use of slant boards

Modifying Materials: Organizational

- Establish and maintain daily routines
- Consistently enforce clearly established rules
- Reduce visual stimuli on the page
- Reduce the presentation of materials
- "First, Then" boards
- 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, organizing folders, etc.
- Display the agenda on the board
- Provide visual schedule and individual schedule, when needed
- Utilize mindfulness activities (Go Noodle, brain breaks, Yoga, Etc.)

Modifying the Presentation of Material: Instructional Accommodations

- Break assignment into segments of shorter tasks (chunking)
- When content mastery is questionable, investigate the use of concrete concepts before teaching abstract
- Relate information to student's experience base
- Reduce the number of concepts introduced at any one time
- Provide student with an overview of the lesson before beginning the lesson (pre-teach) Tell the student what the student should expect to learn and why
- Monitor the level of language you use to communicate ideas (Simplify, rephrase, and clarify)
- Schedule frequent, short conferences with the student to check for comprehension (reauthorize)
- Provide consistent review of any lesson before introducing new information
- Allow student to obtain and retain information utilizing: cassette/tape recorders, computers, interviews/oral reports, projects, calculators, dictation, typewriters, etc.
- Highlight important concepts to be learned in text or material (color code key points; outline; use study guides, graphic organizers)
- Space practice and drill sessions
- Monitor the rate in which you present material (pace rate of delivery and quantity of materials)
- Give additional presentations: Repeat original presentation
- Provide simpler more complete explanations
- Give additional examples
- Model skills in several ways
- Offer multi-modality approaches
- Utilize progress reports (daily, weekly, random periodic)
- Recognize and give credit for students oral participation in class
- Make arrangements for homework assignments to reach home with clear, concise directions
- Assign tasks at the appropriate level (lower reading/difficulty level)
- Give tests orally
- Use color coding or highlighting to help clarify directions, expectation
- Modify quantity of responses in favor of quality responses when performance demonstrates skill or concept mastery
- Provide for motor free or reduced opportunities
- Provide appropriate auditory or visual cues
- Identify the priority, or level of importance, of assigned tasks
- Identify marking rubrics, or focus of marking priorities, of individual assignments
- Alter size or type of font utilized in instructions or text
- Allow the student to rehearse designated responses prior to being called upon in group setting

Modifying the Environment

- Provide a distraction free, or reduced, setting
- Use advantageous seating (close proximity, freed from peer distractors, alter direction in which the student is facing)
- Provide more than one study site that can be situational selected by student (two desks, reading table, reading corner, etc.)
- Provide seating options: use of a bean bag to enhance sensory input, allow for back supports)
- Provide a clutter free environment (empty desk, free of unnecessary materials/books)
- Use a checklist, or graphic organizers, to help student get organized
- Develop and maintain regular routines or schedules
- Use notebooks, or designated folders, to organize assignments, materials, and homework

Modifying Time Demands

- Increase amount of time allowed completing assignments/tests
- Reduce amount of work or length of tests (as opposed to allowing time, prioritizing assignments)
- Teach time management skills (use checklists, prioritizing time, and prioritizing assignments)
- Space short work period with breaks or change of tasks
- Set up a specific routine and stick with it
- Alternate quiet and active time (short periods of each)
- Give student a specific task to perform within specific time limits

Modifying the Materials: Visual Motor Integration

- Modify quantity of written requirements (classwork and homework)
- Encourage student to select preferred method of writing that is more comfortable
- for them (cursive, manuscript, keyboarding)
- Set realistic and mutually agreed upon expectations—for neatness
- Use adult scribes.
- Provide motor free or reduced opportunities: let the student type, record, or v
- erbalize responses
- Provide student with copies of study guides
- Reduce quantity of near point, or far point, copying
- Adjust assignment for student's individualized motor speed and accuracy

Modifying the Materials: Language Processing

- Give written directions to supplement verbal directions
- Slow rate of presentation
- Simplify language used in instructions
- Keep statements short and to the point
- Avoid use of abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structures simple; gradually introduce more complete sentences as student comprehension increases
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check comprehension and level of understanding
- Pre-teach and clarify new vocabulary prior to lesson
- Reduce extraneous auditory distractors (conversation, TV, radio, hall noises, etc.)
- Identify salient points: "This is important. Listen carefully."
- Provide materials and text that is at the student's comfortable reading level
- Utilize visual cues to supplement verbal information (charts, graphics, pictures, etc.)
- Provide enhanced opportunities for hands-on activities, multi-modality approaches and manipulatives
- Establish concrete experiences prior to teaching more abstract concepts
- Provide learning opportunities that are relevant to the student's general base of knowledge such that the taught material has comprehensive meaning
- Always connect new learning with previously mastered skills

Modifying the Material: Organizational

- Establish daily routine and attempt to maintain it
- Make clear rules and be consistent enforcing them
- Provide notebook with organized sections such as: assignments due with calendar, homework, time management schedules, study guides, class notes, and prioritized to-do lists
- Avoid cluttered, crowded worksheets by utilizing techniques such as:
- Blocking – block assignments into smaller segments
- Cutting – cut worksheets into fourths, sixths, or eighths and place one problem in one square
- Folding – fold papers into fourths, sixths, or eighths and place one problem in one square color coding, highlighting, or underlining important information on which the student needs to focus
- Hand out written assignments with expected dates of completion
- To prevent misplaced assignments, provide student with pocket folders, notebooks, or trays in which he could immediately place his/her work
- Set aside a specific time for cleaning desks, lockers, organizing notebooks, etc.
- Teach decision-making and prioritizing skills
- Teach time management skills

Douglas Middle School & High School BCAP

Modifying Presentation of Material/Instructional Accommodations

- 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
- Offer alternative assessments
- 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

- Provide periodic due dates to break down longer assignments and promote time-management skills
- Increase amount of time allowed to complete assignments / tests
- Reduce amount of work or length of tests
- Assist setting goals, decision-making, & prioritizing skills
- Space short work periods with breaks / change of tasks
- Alternate quiet and active time
- Provide specific task w/specific time limits
- Teach test taking strategies

TIGERS

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.
- Display the agenda on the board

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