HOLYOKE PUBLIC SCHOOLS

District Curriculum Accommodation Plan

Ch. 71 of the Massachusetts General Laws, Section 38Q1/2:

Recently enacted changes in Massachusetts General Laws, Ch71, Section 38Q1/2, require the adoption and implementation of a district curriculum accommodation plan (DCAP). This plan is intended to assist principals in ensuring that all efforts have been made to meet students’ needs in the general education environment. The plan shall also assist teachers in analyzing and accommodating diverse learning needs of all students in the regular education classroom and in providing appropriate services and support within the regular education program 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

The Holyoke Public Schools DCAP directly relates to initiatives that are in place to help improve the general education program for the benefit of all students. To help achieve this objective, the DCAP will address various strategies around the following:

- Analyzing and accommodating diverse learning needs in a regular education setting
- Managing the needs of children whose behavior may interfere with learning
- Providing appropriate services and support to students in the regular education classroom, including but not limited to, direct and systematic instruction in reading
- Providing opportunities for teacher collaboration and parental involvement

The Holyoke Public Schools DCAP was developed and refined through several meetings with district administrators. The final document will be shared with each School Leadership Team. Additionally, the DCAP will be disseminated and explained to all staff at the elementary, middle and high school grade levels.

This DCAP includes curriculum accommodations for elementary, middle, and high school. Included in these levels, is a list of school personnel who are available to assist and support regular classroom teachers in analyzing and accommodating the individual needs of students. Additionally, there is a list of sample strategies and other actions from which teachers and staff may select for appropriate accommodations for students. The list includes suggestions for accommodating concerns around academic progress and social and behavioral issues.

The DCAP describes both informal and formal routes for students. In some situations, communication between teachers, professional staff, parents, and other key individuals will be sufficient for identifying issues and agreeing on strategies to be put in place. In other situations, school-based teams may become involved and a more formal route developed. Currently, the Holyoke Public School District has Building Based Support Teams (BBST) in place for each of the schools. These teams serve as a support to teachers/staff when there is a concern about a
child. Staff collaboration, parent communication, development of strategies for student success, and review and evaluation of these strategies are the processes involved in the BBST. At the conclusion of the BBST process, unresolved student concerns may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers/Staff in the Holyoke Public School District are always focused on individual student achievement. Using data to make decisions, monitoring student progress, and providing appropriate accommodations/interventions to students with diverse learning needs will continue to bring us closer to meeting the needs of every child. This DCAP and its contents is intended to help with this.
Elementary Curriculum Accommodation

Classroom Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Standardized and other testing data used to assess student achievement and to inform instruction
- Small class sizes
- Differentiated instruction
- Directed professional development for all teachers/staff
- Building literacy teams
- Districtwide Kindergarten screening
- System for collecting student work and assessing progress over time
- Curriculum and instructional activities that address varied learning styles

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

Principal
Articulation and modeling of school’s vision, mission, and principles
Supervision of daily program of the school
Assists in the development, revision, and evaluation of the curriculum and instructional program
Supervision and evaluation of staff
Promoting and facilitating teacher/staff collaboration and communication
Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs

Vice Principal
Assists with establishing and maintaining an effective learning climate in the school
Assists the principal in the development, revision, and monitoring of the instructional program
Assist teachers in improvement of classroom performance
Development of standards of conduct and action conducive to the effective operation of the school
Lead the development of the school handbook designed to define rules and regulations of the school with respect to student behavior

Curriculum Coordinators
Assist principals with curriculum and instruction oversight
Provide professional development with curriculum implementation and modifications
Analysis of student achievement data
Curriculum resource acquisition and allocation
**ELA/Math Coaches**
Assist teachers/staff with curriculum implementation
Provide coaching regarding curriculum, data, modifications and accommodations for students
Direct service to groups or individual students
Demonstration/Co-taught classes
Informal and formal assessments

**ESL/ELL Teachers**
Direct services for identified students
Consultation for curriculum accommodations and informal and formal assessments
Direct service to groups or individual students
Co-teach classes

**Librarian/Media Specialist**
Consults and assists teachers regarding the resources and materials available to supplement instructional programs
Supports teachers and students in the instructional programs

**School Psychologist**
Consultation and support to teachers, parents, and students on academic, behavioral or social issues
Consults and assists teachers with classroom management techniques, students’ behavior, and academic performance
Visits classrooms to observe student interaction in a classroom setting

**Guidance Counselors**
Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
Works with students on their overall educational plan
Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
Talks with parents when necessary

**School Adjustment Counselor**
Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement
Serves as a liaison between homes, schools, and social/community guidelines
Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth

**Behavior Specialists**
Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff
Provides on-site classroom teaching support related to behavior management
Develops and provides training for staff and parents
**Outreach Worker**
Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities
Provides outreach to families
Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

**Family Liaisons**
Refer parent questions to appropriate school personnel
Assist in coordination of family workshops
Encourage family participation in school
Foster continuous home/school contact and involvement
Arrange transportation and coordinate child care for parent activities

**Speech/Language Pathologist and other OT/PT Specialists**
Classroom observation of students
Teacher consultation regarding appropriate services and implementation of services
Provides screenings and appropriate services to meet student needs
Assists in proper referrals to agencies and specialists as appropriate
Provides information, support, and counseling to parents and families when appropriate

**School Nurse**
Implements state-mandated programs such as immunization surveillance and screening programs
Interprets and manages school health policy
Develops Individual Nursing Care Plans and Emergency Plans
Direct service to students
Communication and consultation to staff
Communication and consultation with parents, health care provider, and community
Serves on the BBST as needed

**School Resource Officer**
Police department liaison
Provide consultation and support to school, students, and parents
Make appropriate referrals to agencies when necessary

**Building Based Support Teams (BBST)**
Review of teacher referred cases
Curriculum Accommodations and Interventions that may be Recommended but are not Limited to Regular Education Students

Curriculum, Instruction, and Assessment Strategies
Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Make use of multiple intelligence/learning style approaches
Develop integrated curriculum projects
Provide challenging projects identifying student performance standards
Develop alternate assessments
Offer oral/untimed testing
Repeat or reteach concepts and information
Offer peer teaching and group work activities
Provide individual help in the classroom
Model content area reading strategies
Provide strategies for study skills
Utilize transition cues
Utilize technology and computer assisted instruction
Model use of graphic organizers

Behavioral Intervention Strategies
Classroom interventions by designated school personnel
Arrange seating accommodations
Develop teacher-student contracts
Develop behavior plans
Include positive reinforcement, incentives, and rewards
Utilize charts to monitor student expectations
Adjust classroom management strategies
Provide for parent support and communication
Consult with necessary staff (school psychologist, adjustment counselor, special needs staff, etc.)
Provide for individual and small group counseling

Organizational Strategies
Provide a school wide student agenda/notebook system
Develop a flexible/modified schedule
Utilize flexible grouping
Utilize team teaching
Cooperative teaching
Implement a progress reporting system
Consult and co-planning by grade level team

Intervention, Remediation, Challenge
Provide test taking strategies and practice
Utilize miscue analysis and prescriptive teaching
Develop study skills strategies
Consult with teacher mentors
Provide after school help
Utilize peer buddy systems
Middle School Curriculum Accommodation

Classroom Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Leveled classes in core subjects at grades 6, 7 and 8
- Team structure at grades 6, 7, and 8
- Provide multi-modal presentation and instruction
- Utilize differentiated instruction and assignment
- Strong elective program for exploration and specific curriculum enhancement, including remediation, enrichment, and acceleration
- Reading intervention programs
- Behavioral support services
- Writing portfolio system
- Computer labs (with assigned support staffing)
- After school help in core academic subjects
- Saturday School
- Individual Student Success Plans (ISSP’s) for all students who score below 220 on any MCAS assessment
- Standardized (and other) testing data base for data analysis
- Detention, In-School suspension
- Retention or repeating of specific courses
- Student folders and work samples for all core academic areas

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

Administrative Team
Articulation and modeling of school’s vision, mission, and principles
Supervision of daily program of the school
Assists in the development, revision, and evaluation of the curriculum and instructional program
Supervision and evaluation of staff
Assist teachers in improvement of classroom performance
Assists with establishing and maintaining an effective learning climate in the school
Development of standards of conduct and action conducive to the effective operation of the school
Promoting and facilitating teacher/staff collaboration and communication
Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs
Curriculum Coordinators
Assist principals with curriculum and instruction oversight
Provide professional development with curriculum implementation and modifications
Analysis of student achievement data
Curriculum resource acquisition and allocation

ELA/Math Coaches
Assist teachers/staff with curriculum implementation
Provide coaching regarding curriculum, data, modifications and accommodations for students
Direct service to groups or individual students
Demonstration/Co-taught classes
Informal and formal assessments

Grade Level Teaching Teams
Review of MCAS and other performance data
Conduct discussions of curriculum and instruction accommodations for student needs

ESL/ELL Teachers
Direct services for identified students
Consultation for curriculum accommodations and informal and formal assessments
Direct service to groups or individual students
Co-teach classes

Librarian/Media Specialist
Consults and assists teachers regarding the resources and materials available to supplement instructional programs
Supports teachers and students in the instructional programs

School Psychologist
Consultation and support to teachers, parents, and students on academic, behavioral or social issues
Consults and assists teachers with classroom management techniques, students’ behavior, and academic performance
Visits classrooms to observe student interaction in a classroom setting

Guidance Counselors
Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
Works with students on their overall educational plan
Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
Talks with parents when necessary
School Adjustment Counselor
Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement
Serves as a liaison between homes, schools, and social/community guidelines
Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth

Behavior Specialists
Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff
Provides on-site classroom teaching support related to behavior management
Develops and provides training for staff and parents

Outreach Worker
Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities
Provides outreach to families
Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

Family Liaisons
Refer parent questions to appropriate school personnel
Assist in coordination of family workshops
Encourage family participation in school
Foster continuous home/school contact and involvement
Arrange transportation and coordinate child care for parent activities

Speech/Language Pathologist and other OT/PT Specialists
Classroom observation of students
Teacher consultation regarding appropriate services and implementation of services
Provides screenings and appropriate services to meet student needs
Assists in proper referrals to agencies and specialists as appropriate
Provides information, support, and counseling to parents and families when appropriate

School Nurse
Implements state-mandated programs such as immunization surveillance and screening programs
Interprets and manages school health policy
Develops Individual Nursing Care Plans and Emergency Plans
Direct service to students
Communication and consultation to staff
Communication and consultation with parents, health care provider, and community
Serves on the BBST as needed

School Resource Officer
Police department liaison
Provide consultation and support to school, students, and parents
Make appropriate referrals to agencies when necessary
Building Based Support Teams (BBST)
Review of teacher referred cases

Curriculum Accommodations and Interventions that may be Recommended but are not Limited to Regular Education Students

Physical
Arrange preferred seating
Incorporate stress-release activities
Use visual/auditory aids
Experiment with use of space
Include energizers
Remove distractions
Consider a better student/teacher match

Structural
Change teams
Change instructors
Use contract learning
Cross grade levels
Develop alternate assignments

Organizational
Experiment with a flexible schedule
Rotate the student’s schedule
Include an extended day program
Reduce the student’s schedule
Invite parental assistance
Arrange parent workshops
Insist upon frequent progress reports

Remedial
Offer after school supports
Schedule counseling or meetings
Improve parent communication
Find a buddy reader
Arrange peer tutoring
Take advantage of mentoring
Utilize study groups
Provide assistance with note taking
**Technology**
Incorporate appropriate software
Schedule computer assisted instruction
Provide calculators
Tape record lessons
Offer research assistance
Take advantage of computer labs and/or classroom computers
Arrange email communication
Utilize listening centers

**Behavioral**
Change seats
Utilize charts
Provide a mentor
Refer parents to appropriate agencies
Provide a set of rewards
Plan parental programs
Adjust classroom management
Provide ongoing positive reinforcement
Use simple corrective measures
Arrange alternative programs

**Instruction/Assessment**
Give extended time on tests
Peer tutoring
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify student’s learning style
Assign mentors
Provide visual cues
Include transition cues
Provide study guides
Create flashcards
Break down tasks into manageable chunks
Arrange small group instruction
Provide individual help within class
Reduce workload
Make contracts with students
Include tactile activities
Use homework logs
Provide wait time
Provide reference tools
Insist on graphic organizers
Teach test taking strategies and provide practice
Include study skill strategies
High School Curriculum Accommodation

Classroom Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Leveled classes in core subjects
- Strong elective program to meet interest areas and specific needs
- MCAS prep options
- Academic summer program identified for students
- AP courses
- ESL/ELL support
- Computer and internet access through labs and in classrooms
- Extracurricular and contest activities related to academic areas
- After school help in discipline areas
- Retention or repeating of specific courses
- Honors courses in core academic areas
- Detention, In-House supervision
- Service to community
- Individual Student Success Plans for MCAS remediation
- Peer tutoring
- Reading interventions and support
- Standardized (and other) testing data base for data analysis

Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting

Administrative Team
Articulation and modeling of school’s vision, mission, and principles
Supervision of daily program of the school
Assists in the development, revision, and evaluation of the curriculum and instructional program
Supervision and evaluation of staff
Assist teachers in improvement of classroom performance
Assists with establishing and maintaining an effective learning climate in the school
Development of standards of conduct and action conducive to the effective operation of the school
Promoting and facilitating teacher/staff collaboration and communication
Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs

Curriculum Coordinators/Department Chairs
Assist principals with curriculum and instruction oversight
Provide professional development with curriculum implementation and modifications
Analysis of student achievement data
Curriculum resource acquisition and allocation
ELA/Math Coaches
Assist teachers/staff with curriculum implementation
Provide coaching regarding curriculum, data, modifications and accommodations for students
Direct service to groups or individual students
Demonstration/Co-taught classes
Informal and formal assessments

ESL/ELL Teachers
Direct services for identified students
Consultation for curriculum accommodations and informal and formal assessments
Direct service to groups or individual students
Co-teach classes

Librarian/Media Specialist
Consults and assists teachers regarding the resources and materials available to supplement instructional programs
Supports teachers and students in the instructional programs

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Consultation and support to teachers, parents, and students on academic, behavioral or social issues
Consults and assists teachers with classroom management techniques, students’ behavior, and academic performance
Visits classrooms to observe student interaction in a classroom setting

Guidance Counselors
Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
Works with students on their overall educational plan
Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments
Talks with parents when necessary

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Provides on-site classroom teaching support related to behavior management
Develops and provides training for staff and parents
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Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities
Provides outreach to families
Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

**Family Liaisons**
Refer parent questions to appropriate school personnel
Assist in coordination of family workshops
Encourage family participation in school
Foster continuous home/school contact and involvement
Arrange transportation and coordinate child care for parent activities

**Speech/Language Pathologist and other OT/PT Specialists**
Classroom observation of students
Teacher consultation regarding appropriate services and implementation of services
Provides screenings and appropriate services to meet student needs
Assists in proper referrals to agencies and specialists as appropriate
Provides information, support, and counseling to parents and families when appropriate

**School Nurse**
Implements state-mandated programs such as immunization surveillance and screening programs
Interprets and manages school health policy
Develops Individual Nursing Care Plans and Emergency Plans
Direct service to students
Communication and consultation to staff
Communication and consultation with parents, health care provider, and community
Serves on the BBST as needed

**School Resource Officer**
Police department liaison
Provide consultation and support to school, students, and parents
Make appropriate referrals to agencies when necessary

**Building Based Support Teams (BBST)**
Review of teacher referred cases
Curriculum Accommodations and Interventions that may be Recommended but are not Limited to Regular Education Students

**Physical**
Arrange preferred seating  
Incorporate stress-release activities  
Use visual/auditory aids  
Experiment with use of space  
Include energizers  
Remove distractions  
Consider a better student/teacher match

**Structural**
Change course  
Change instructors  
Use contract learning  
Cross grade levels  
Develop alternate assignments

**Organizational**
Experiment with a flexible schedule  
Rotate the student’s schedule  
Include an extended day program  
Reduce the student’s schedule  
Invite parental assistance  
Arrange parent workshops  
Insist upon frequent progress reports

**Remedial**
Offer after school supports  
Schedule counseling or meetings  
Improve parent communication  
Find a buddy reader  
Arrange peer tutoring  
Take advantage of mentoring  
Utilize study groups  
Provide assistance with note taking

**Technology**
Incorporate appropriate software  
Schedule computer assisted instruction  
Provide calculators  
Tape record lessons  
Offer research assistance  
Take advantage of computer labs and/or classroom computers  
Arrange email communication  
Utilize listening centers
**Behavioral**
Change seats  
Utilize charts  
Provide a mentor  
Refer parents to appropriate agencies  
Provide a set of rewards  
Plan parental programs  
Adjust classroom management  
Provide ongoing positive reinforcement  
Use simple corrective measures  
Arrange alternative programs

**Instruction/Assessment**
Give extended time on tests  
Peer tutoring  
Allow oral testing  
Provide manipulatives  
Use alternate assessments  
Vary teaching strategies  
Identify student’s learning style  
Assign mentors  
Provide visual cues  
Include transition cues  
Provide study guides  
Create flashcards  
Break down tasks into manageable chunks  
Arrange small group instruction  
Provide individual help within class  
Reduce workload  
Make contracts with students  
Include tactile activities  
Use homework logs  
Provide wait time  
Provide reference tools  
Insist on graphic organizers  
Teach test taking strategies and provide practice  
Include study skill strategies
### Holyoke Public Schools
### General Education Curriculum Accommodation Plan
### Elementary, Middle, High

Developed by: _________________________________  Date: __________________

Student Name: _________________________________  Date of Birth: ___________

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<tr>
<th><strong>Curriculum/Instruction/Assessment Strategies</strong></th>
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<td>Develop integrated student work projects related to the curriculum</td>
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<td>Use graphic organizers and other organizing strategies</td>
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<td>Model content area reading strategies</td>
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<td>Reteach and review concepts</td>
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<td>Utilize computer assisted instruction</td>
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<td>Make use of transition cues</td>
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<tr>
<td>Include study skills strategies</td>
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<td>Have copies of class notes available</td>
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<td>Furnish study guides</td>
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<td>Provide testing modifications (specify: Classroom interventions by appropriate school personnel)</td>
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<td>Organizational Strategies</td>
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<tr>
<td>Use agenda system</td>
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<td>Help students organize notebook or provide folder to organize work</td>
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<td>Develop a flexible/modified schedule</td>
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<td>Utilize flexible grouping</td>
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<td>Utilize team/cooperative teaching</td>
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<td>Utilize contract learning</td>
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<td>Implement a progress reporting system</td>
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<td>Consult and co-plan by grade level or department team</td>
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<td>Remind students about long-term assignments</td>
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<td>Break long-term assignments into smaller units building to larger outcome</td>
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<th>Intervention/Remedial/Challenge</th>
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<th>Unique Accommodations</th>
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SUGGESTED ACCOMMODATIONS FOR ELL STUDENTS

Language/Instructional Support
- Let students discuss in their first language to help clarify and process information
- Have teacher/staff member who does speak the student’s primary language available at certain points for clarification purposes
- Team teaching
- Say things many ways and repeat them – teach to different learning styles
- Have students read, interpret, and put in their own words
- Demonstrate activities – Use manipulatives
- Use content area materials leveled to the English Language proficiency of students
- Post directions so students can refer back to them – artifacts
- Begin every lesson by indentifying and previewing key content vocabulary and concepts
- Use groups and peer tutors to support independent work
- Allow “wait time” for students to process information
- Have bilingual dictionaries available

Change the Topic
- Make the topic more familiar to student’s background and/or life experience

Change the Product
- Divide assignments into manageable chunks
- Allow student to complete assignments both orally and/or written – when appropriate
- Make assignments familiar and personal to students

Change the Setting
- Reduce distractions by removing clutter or other stimuli
- Allow students to work in small groups, alone, or with more space
- Let student select best place to work

Change the Scheduling
- Examine time of day students are in core subjects
- Provide flexible time for learning
- Examine length of time on task
- Provide appropriate breaks to students

Include Progress Indicators for Students
- Have students examine their work with teacher and conference on progress
- Have students examine their work with peers to discuss progress
- Use checklists to record work – gradual release charts
- Chart progress regularly
MCAS Modifications for ELL Students

- Provide extra time to complete test
- Students are familiar with testing administrator who is qualified to teach ELLs.
- Provide breaks between sessions.
- Slowly and clearly read directions aloud.
- Test in small groups.
- Supply students with DOE approved bilingual word-to-word dictionaries.
- Do not test first year ELLs in ELA, science, and social studies.
- Use the grade 10 bilingual mathematics MCAS for students in the country less than 3 years if literate in Spanish at or near grade level. Ensure teacher who administers test is fluently bilingual in English and Spanish.
- Provide ELLs with 504 plans or IEPs the appropriate accommodations approved in the Principal’s Administration Manual for MCAS.