CONCORD-CARLISLE REGIONAL HIGH SCHOOL

District Curriculum Accommodation Plan
Responding to the diverse learning needs of general education students
in the CONCORD PUBLIC SCHOOLS

MASSACHUSETTS GENERAL LAWS
CHAPTER 71
Section 38Q1/2.
Effective May 4, 2012

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet 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 with 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, 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.

District Curriculum Accommodation Plan

<u>Accommodating the Diverse Learning Needs of Students at Concord-Carlisle High School</u>

<u>Overview</u>

Concord-Carlisle High School's commitment to accommodate the diverse learning needs of <u>all</u> of our students is reflected in curriculum, instructional practices, and academic support outside the classroom. Students whose performance falls below expected levels in academic work and/or on the MCAS or other standardized testing receive special attention and support. For all students, CCHS employs a variety of resources, including programs, services, and instructional strategies, which address a range of learning needs.

Student performance data informs both curriculum and instruction in meeting student needs. The Principal annually generates a comprehensive MCAS question analysis for high-risk populations including students in METCO, Special Education, and others who scored Needs Improvement. This data is shared with all appropriate teaching and support staff and used to revise course content, instructional strategies, or add tutorial support, as needed. In recent years, various forms of student data have resulted in new or revised courses in every academic department and have generated new electives. On-site general education programs, such as Challenge, Network, and the Lighthouse, were developed based on data concerning the emotional and behavioral needs of general education students.

In addition to classroom instruction that recognizes diverse learning styles, CCHS teachers meet individual needs by offering <u>all</u> students exceptional tutorial resources beyond the classroom.   Teachers meet with their own students during common non-class time, as needed, and many teachers regularly provide tutorial assistance at the Academic Resource Center staffed by their department.

The performance of high needs students within the student population receives special attention and resources. Specialized support has been targeted groups of students, such as English Language Learners, low-income students, and other student groups performing below expectations.

<u>Addressing Individual Student Needs In The Classroom</u>

The following lists represent some accommodations that are currently in use at CCHS. Teachers may find some of the strategies below useful in responding to students with diverse learning needs.

Homework
- Modify homework assignments to focus on mastery rather than practice
- Increase amount of time to complete assignments
- Reduce the length or complexity of assignments
- Give alternative assignments that are more appropriate to individual student's needs
- Break down assignments into parts and/or teacher check-ins
- Monitor time management and help student to prioritize tasks
- Teach organizational strategies needed to complete homework
- Provide assignments in advance and in written form, when possible

Testing
- Administer test in chunks
- Provide opportunity for retesting, if necessary
- Allow extra time for tests and quizzes
- Provide alternative assessments to standardized testing
- Provide study guides to help the student prepare for test
- Allow tests to be taken in alternative setting
- Remind the student to recheck work before passing in exam
- Conduct teacher review sessions prior to exams

Overall Study Skills
- Encourage outlines and graphic organizers for writing
- Provide rubrics for writing assignments and projects
- Conference with the student prior to submitting a final project/paper
- Coach the student on study skills and organizational strategies
- Eliminate penalty for spelling errors unless spelling is being actively tested
- Provide opportunities for the student to acquire technology skills needed in your class
- Make use of teaching technology such as NoodleTools to monitor student progress
- Allow the use of assistive technology such as recording pens, digital or electronic books, and the Kurzweil Reader
- Encourage the student to make use of resource centers and/or additional help with teacher
- Utilize pass/fail grading

<u>CCHS Resources for Students with Diverse Learning Needs</u>

<u>Academic Resource Centers for All Students</u>

Students can access these supports with a pass from their subject or study teacher.

Mathematics Assistance Resource Center (MARC)
Located in the S Building next to the Mathematics Department Office and Room S-21, the MARC is open during the school day. Math teachers who staff the MARC help students with homework, clarify concepts, administer make-up assessments, and provide overall academic support in math or related subject areas.

Social Studies/English Resource Center (SSERC)
Centrally located in the H Building, the SSERC is open from 7:30am to 3:00pm daily.   The SSERC is staffed by social studies or English faculty and special education tutors supervised by a certified special education teacher. Students can receive support with home or test review and organizational help with projects and papers.

Foreign Language Resource Center
The Foreign Language Department staffs a Resource Center that is located in the Language Lab in the L Building.   The Center is open during the hours of the school day, except during the department lunch block. Students can receive assistance with homework, make-up tests and quizzes, or use the language lab facilities to practice speaking and listening skills.

Science Resource Center
The Science Department staffs a Resource Center that is located in Room S-6. The Center is open all hours of the school day, with the exception of the departmental lunch block. Students may receive assistance with homework, make-up tests or quizzes, or review for exams in the Center.

METCO Resource Center
The METCO program offers a class in Achievement Strategies to 9th and 10th graders. To allow the students continued access to the tutorial classroom as a resource room and affinity space, teachers are also assigned there as a duty.

The CCHS Learning Commons
Formerly known as the Library, the Learning Commons is a service model that supports all learners with diverse formats of reading material, information, and with projects involving media production.

Collaboration to Assist General Education Students with Diverse Learning Styles

Collaboration among administrators, teachers, counselors, and tutorial staff plays an important role in responding to students with diverse learning styles.

Concord-Carlisle staff routinely collaborate to assist a variety of general education students, including the following:

1. A guidance counselor schedules a Student Review for a general education student who has been experiencing academic difficulty. The Student Review typically consists of the student, the counselor, an administrator, one or both parents, and as many of the student's teachers as are able to attend. During the meeting, teachers describe the student's performance and identify instructional strategies that have been helpful for the student. A special educator, (or a school psychologist) attending the meeting may suggest specific classroom accommodations or recommend a referral for further assessment. Student Review Team responses typically include general education interventions such as improving study skills, modification of a certain assignment, or a recommendation for tutorial support in the SSERC. A student's work in the SSERC often provides an informal observational assessment of the student's learning style. The Student Review Team may also work with parents to improve the homework environment or consider additional formal assessments.

2. Program Coordinators or tutors who work with general education students that are members of identified groups, such as English Language Learners or METCO students, collaborate with teachers concerning a student's learning style. Some tutorial centers are staffed with teachers or tutors who have experience working with particular groups of students. The ESL teacher/coordinator serves as a resource to general education teachers who have ESL students in their class.

3. Guidance counselors, along with the coordinators of the METCO and the ESL Programs, monitor all general education students by reviewing report cards and student progress reports. Counselors and Program Directors use this information to identify students who may be at-risk for academic failure, credit loss, and/or non-graduation.

4. Weekly meetings of the clinical Team, comprised of the principal, assistant principals, guidance chair, Director of Special Education, Special Education Chair and the Special Education Team Chair discuss particular cases that concern students who have been identified as having academic difficulties related to discipline issues, poor attendance, or other behavioral problems. The group determines a plan of action to follow up on concerns about the student.

5. A special education tutor who provides in-class support for a special education student mainstreamed in a general education class can help the student stay on task, facilitate interactions with other students, or take notes to allow the student to focus more on the class, etc. With specific knowledge of the student's disability, the tutor shares information with the

classroom teacher and collaborates on instructional approaches to meet the needs of the special education student. This collaboration may result in modification of instruction, assessment, or other class expectations for the special education student that are also useful for other students in the class.

Additional Targeted Support for Students with Diverse Learning Needs

In addition to the tutorial assistance available through the Academic Resource Centers, CCHS provides additional support for groups of students identified with consistently low performance in core subjects and/or whose MCAS performance is lower than the majority of students at CCHS.

Targeted Support for Direct Instruction in Reading
Literacy Skills is a course supported by Title I funding which provides direct reading instruction and various test-taking skills to students identified as at-risk for low performance on the MCAS ELA.

MCAS Review Courses in Biology and Math
In both science and math, teachers use formative assessments from the first half of the year to identify students who are at high risk of not passing MCAS exams in their subject areas.

Programs and Services for Students with Emotional/Behavioral Issues that Impact Learning
When emotional/behavioral issues impact student learning, both general education and special education students have access to in-house programs that respond to their needs. The CCHS resources described below were developed to support the academic and emotional needs of a wide range of students, including those who might otherwise be hospitalized or who are reentering CCHS following psychiatric hospitalization..

- Counseling Support
- The Planning Room
- The Challenge Program
- The Network Program
- The Lighthouse Student Support Center