

The Public Schools of Northborough and Southborough District Curriculum Accommodation Plan

The Public Schools of Northborough and Southborough outline a system of tiered instruction and intervention that is framed by relevant federal and state legislation and the Department of Elementary and Secondary Education (DESE) guidance. The District's purpose is to present viable options for any student who is facing school challenges but does not have a disability or is not suspected of having a disability. This system is presented as a comprehensive document intended to inform parents and to provide a resource for educators.

Why is this system of supports important?

Our goal is to develop a system of supports for all students within the general educational setting that considers the following in order to personalize resources to meet the needs of students:

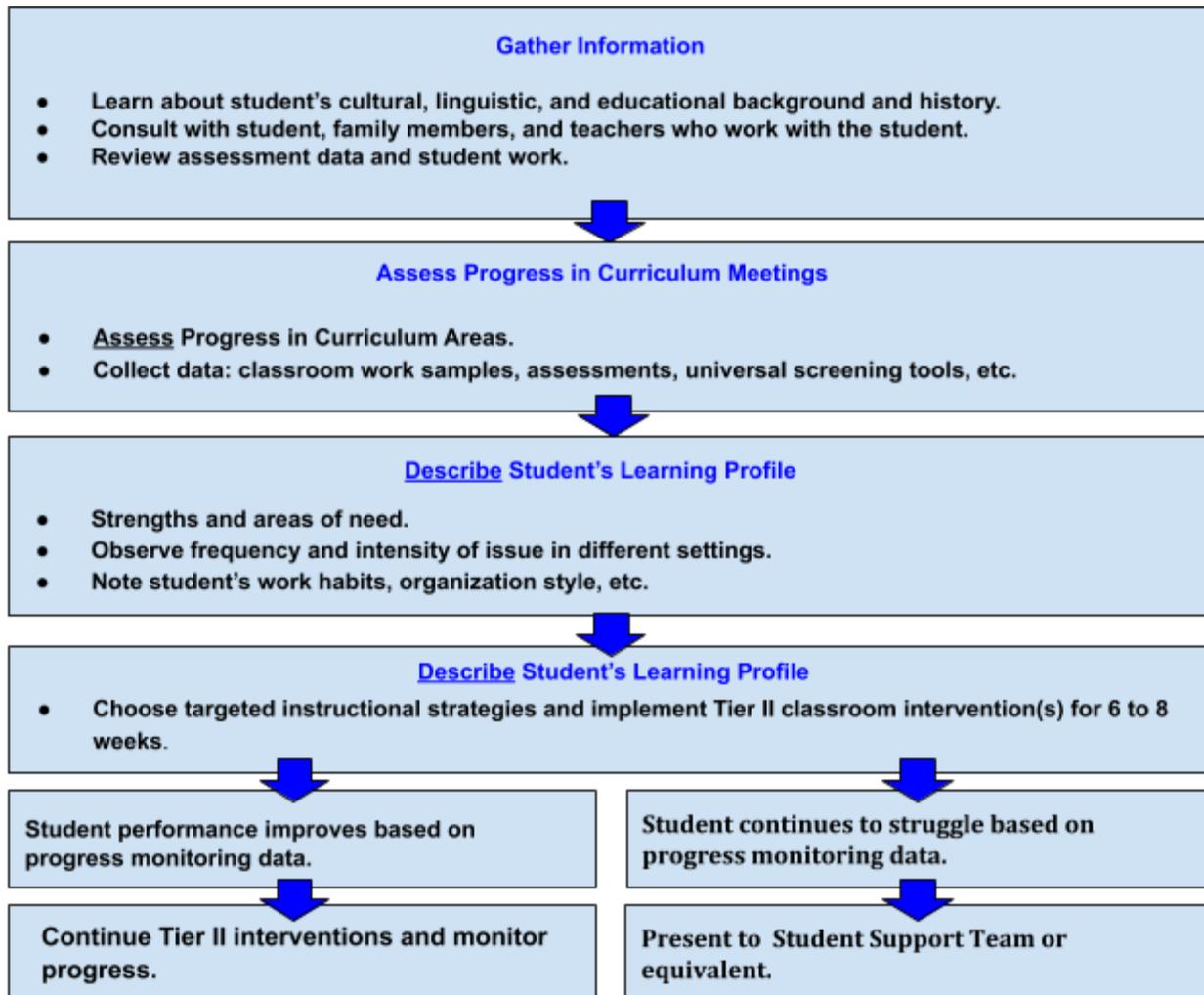
- Diverse learning styles within the general education classroom.
- Accommodations to meet the needs of the diverse learning styles within a general education classroom.
- Culturally responsive teaching to include all linguistic and cultural backgrounds.
- Appropriate services and supports within the general education classroom.
- Services to address the needs of children whose behavior may interfere with learning.
- Parental involvement in their children's education.
- Teacher mentoring and collaboration.
- Assistance to general education staff through professional development and collaboration.

Quick Links:

- I. [Flowchart of Assessing Needs of Regular Education](#)
- II. [Educational Program: Curriculum, Instruction, Assessment, and...](#)
- III. [General Education Support Services to Provide Access to Learning](#)
- IV. [Personnel Available to Provide Consultation/Services and Interventions in...](#)
- V. [Elementary School Accommodations: Assessment, Instruction, and Organization](#)
- VI. [Middle School Accommodations: Assessment, Instruction, Organization,...](#)
- VII. [High School Accommodations: Assessment, Instruction, Organization,...](#)

I. Process for identifying and addressing the needs of regular education students:

Academics Social/ Emotional Behavior
Organization or Executive Functioning
Communication



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II. Educational Program: Curriculum, Instruction, Assessment, and Behavioral	
Curriculum Frameworks	<ul style="list-style-type: none"> Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks are used as the basis for District curriculum planning.
Standards-based Approach	<ul style="list-style-type: none"> District developed K-12 learning standards for all students aligned with the MA DESE Frameworks. Standards-based assessments and reports. Common assessments to provide equity across grade levels, schools, and courses. Rubrics to provide clear expectations for student learning (all levels).
Differentiated Instruction	<ul style="list-style-type: none"> Educators will vary content, process, and product demands in response to students' needs, based on assessment results.
Use of Assessment Data to Monitor Student Progress	<ul style="list-style-type: none"> MCAS and ACCESS data analyzed for aggregate trends and for individual student performance. Assessments are utilized to inform and determine the need for additional support.

III. General Education Support Services to Provide Access to Learning	
Grade level teams / Department teams / Professional Learning Communities	<ul style="list-style-type: none"> Grade level and/or departmental teams of educators collaborate regularly to examine student assessment data, set learning goals and design interventions. (See section III for a list of team members.)
Reading and Mathematics Specialist Support	<ul style="list-style-type: none"> Reading teachers and mathematics coaches may provide additional small group instruction.
Student Support Teams	<ul style="list-style-type: none"> Each school has a structured process to review students who are not making effective progress academically, socially/emotionally or behaviorally. Teams include administrators, teachers, and specialists who review data, make recommendations for accommodations, set learning goals, design interventions and monitor progress.
Sheltered English Immersion Programming	<ul style="list-style-type: none"> Sheltered English Immersion (SEI) – a program model that incorporates strategies to make content area instruction more comprehensible to English Learners and to promote language development. As part of the SEI program, a student receives English Language Development (ELD) instruction, direct English language instruction focused on developing speaking, listening, reading, and writing skills; and Sheltered Content Instruction (SCI) instruction: content area instruction that integrates sheltering strategies to make content comprehensible according to the students' different language proficiency levels.
Summer Academic Programming	<ul style="list-style-type: none"> Title III English Learner summer program for Grades 1-12 students.

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Counseling Services	<ul style="list-style-type: none"> • School Adjustment counselors, Grades 6-12 • Guidance counselors, Grades 6-12 • School Psychologists, Grades K-12
School Nurses	<ul style="list-style-type: none"> • Provide physical and mental health-related supports • Support District wellness and safety plan • Serve on student support teams
Behavioral Specialists	<ul style="list-style-type: none"> • Consultation regarding behavioral issues
School Resource Officers	<ul style="list-style-type: none"> • Provide proactive interventions with at-risk students; work with leadership teams to develop prevention programs, incident management, and anti-bullying policy.

IV. Personnel Available to Provide Consultation/Services and Interventions in the General Education Setting		
Principals	Instructional Specialists	English Language Development Teachers
Assistant Principals	Curriculum Coordinators	Speech and Language Pathologists
School Psychologists	Department Chairs	Occupational & Physical Therapists
Guidance Counselors	Media Specialists	Board Certified Behavior Analyst
School Adjustment Counselors	Special Education Teachers	Assistive Technology Specialist
School Nurses	District Consultants	Focus Study Teachers
Classroom Teachers	Education Support Personnel	
Behavioral Specialists		

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The instructional practices listed below, but not limited to, may be personalized and tailored to promote academic and behavioral achievement for all students.

V. Elementary School Accommodations: Assessment, Instruction, Organization, and Behavioral	
Assessment	
<ul style="list-style-type: none"> ● Provide study guides/instructional notes ● Provide visual aids, manipulatives, real objects, and other hands-on strategies ● Provide alternative assessments, e.g. oral, project-based, performance-based ● Modify the language of the assessment to match the student's language proficiency level ● Provide word banks and sentence starters according to the student's language proficiency level ● Allow extended time ● Provide rubrics to clarify expectations ● Clarify directions (in student's home language as needed) ● Use an alternative setting for assessments ● Include a portfolio system for collecting student work samples and assessing progress over time 	
Instruction	
<ul style="list-style-type: none"> ● Provide study guides/instructional notes ● Provide visual aids, manipulatives, real objects, and other hands-on strategies ● Use data analysis to inform instruction and modify instruction based on student needs ● Identify essential questions students should be able to answer at the end of the lesson ● Clearly articulate learning goals for students ● Preview new concepts; connect new learning to students' prior knowledge and culture ● Identify key vocabulary and provide a word bank with vocabulary words, visuals, and cognates ● Provide multiple predictable routines for students to orally articulate their learning in intentional groupings (structured academic conversations) ● Break down tasks into explicit chunks ● Provide organizers and templates ● Provide additional small group instruction ● Implement homework checks/ homework help/ targeted homework (quality vs. quantity) ● Provide work contracts ● Provide peer tutoring ● Offer extra help sessions ● Accept computer-processed or typed assignments ● Reteach concepts with a different approach ● Provide student conferencing time ● Communicate with parents frequently ● Provide reading support ● Provide speech and language consult to classroom teacher ● Support oral or written responses with sentence frames 	

*The Public Schools of Northborough and Southborough***Organization**

- Provide study guides/instructional notes
- Provide visual aids, manipulatives, real objects, and other hands-on strategies
- Post schedules
- Provide study guides/instructional notes
- Implement homework checks/homework help/targeted homework (quality vs. quantity)
- Implement planner checks
- Implement cues for transition
- Offer extra help sessions
- Post homework assignments in a consistent location
- Use time management tools. e.g. daily planners, assignment sheet, calendar timers, and agendas

Behavioral

- Establish a positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Establish logical consequences
- Home/school communication log
- Establish clear routines/expectations
- Provide breaks as needed
- Cultivate relationships with peers and faculty
- Use Positive Behavior Interventions and Supports (PBIS) Grades K-8
- Implement preferential/alternative seating
- Cue student for a change of behavior
- Use diverse classroom management strategies
- Clearly defined standards
- Establish a positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Establish logical consequences
- Home/school communication log
- Establish clear routines/expectations
- Provide breaks as needed
- Implement alternative seating
- Provide counseling
- Offer peer mediation
- Alternative schedule/restructure demands
- Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.
- Provide lunch groups
- Re-establish academic rules and routines
- Utilize a behavioral specialist

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The instructional practices listed below, but not limited to, may be personalized and tailored to promote academic and behavioral achievement for all students.

VI. Middle School Accommodations: Assessment, Instruction, Organization, and Behavioral	
Assessment	
<ul style="list-style-type: none"> ● Teach study and test-taking strategies ● Use data to inform instruction and modify instruction based on student needs ● Provide varied forms of assessments ● Modify the assessment to make it more accessible ● Modify the language of the assessment to match the student's language proficiency level ● Provide word banks and sentence starters according to the student's language proficiency level ● Allow extended time ● Use an alternative setting for assessments ● Provide timely and specific feedback about student performance ● Provide rubrics to clarify expectations ● Clarify directions (in student's home language as needed) ● Provide opportunities for student self- assessment ● Alternative assessments, e.g. oral, project-based 	
Instruction	
<ul style="list-style-type: none"> ● Identify and communicate learning targets, success criteria, and language objectives for each lesson ● Scaffold presentation of content according to student's language proficiency and developmental level ● Check for understanding ● Provide wait time ● Provide study guides and guided notes ● Vary the grouping in the classroom for different purposes ● Directly teach reading strategies ● Clearly model steps, procedures, and questions to ask when solving problems ● Provide a copy of class note handouts ● Provide manipulatives, real objects, concrete models ● Provide a variety of ways to respond: oral, choral, student whiteboards, concrete models, pictures, etc. ● Provide multiple predictable routines for students to orally articulate their learning in intentional groupings (structured academic conversations) ● Peer tutoring ● Use "think-aloud" and other metacognitive strategies ● Provide scaffolding and supports ● Provide technology and assistive technologies ● Provide visual and transition cues ● Use predictable classroom routines ● Preview new concepts; connect new learning to students' prior knowledge and culture ● Break down tasks into explicit chunks 	

*The Public Schools of Northborough and Southborough***Organizational**

- Use time management tools, e.g. daily planner, assignment sheet, calendar, timers, and agendas
- Provide graphic organizers and templates
- Post homework assignments in a consistent location
- Post schedule
- Provide study guides and guided notes
- Provide a timeline for long-range assignments with intermediate due dates
- Provide access to homework club
- Reformat handouts to provide more workspace and/or language support
- Provide cues for transitions
- Provide models or examples of end products

Behavioral

- Set clearly defined standards for behavior
- Cue student for a change of behavior
- Establish clear expectations/standards
- Provide access to a guidance counselor
- Establish clear routines
- Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.
- Use diverse classroom management strategies
- Provide access to a school adjustment counselor
- Use data analysis to monitor positive behavior changes
- Use transition cues prior to any changes
- Provide breaks as needed
- Utilize a behavioral specialist

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The instructional practices listed below, but not limited to, may be personalized and tailored to promote academic and behavioral achievement for all students.

VII. High School Accommodations: Assessment, Instruction, Organization, and Behavioral	
Assessment	
<ul style="list-style-type: none"> ● Teach study and test-taking strategies ● Provide credit recovery opportunities ● Use data analysis to inform instruction and modify instruction based on student needs ● Provide varied forms of assessments ● Modify the assessment to make it more accessible ● Modify the language of the assessment to match the student's language proficiency level ● Provide word banks and sentence starters according to the student's language proficiency level ● Allow extended time ● Provide varied assignments ● Use an alternative setting for assessments ● Provide timely and specific feedback about student performance ● Timely communication with parents ● Clarify directions (in student's home language as needed) ● Provide rubrics to clarify expectations ● Provide opportunities for student self-assessment ● Adjust assignment length for quality vs. quantity 	
Instructional	
<ul style="list-style-type: none"> ● Differentiated Instructional Strategies ● Vary the grouping in the classroom for different purposes ● Directly teach reading strategies ● Scaffold presentation of content according to student's language proficiency and developmental level ● Preview new concepts; connect new learning to students' prior knowledge and culture ● Identify key vocabulary and provide a word bank with vocabulary words, visuals and cognates when appropriate ● Clearly model steps, procedures, and questions to ask when solving problems ● Provide models or examples of end products ● Check for understanding ● Clarify directions or questions ● Break down complicated assignments/questions into manageable parts ● Use metacognitive strategies ● Use technology and assistive technologies ● Provide scaffolding and supports ● Provide assistance and direction with assignments ● Provide a copy of class notes, handouts ● Provide enlarged copies ● Provide manipulatives/concrete models ● Use of learning aids to help students focus on conceptual understanding ● Provide study guides 	

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- Provide visual and transition cues
- Provide wait time
- Offer the use of graphic organizers
- Provide small group instruction
- Provide a variety of ways to respond: oral, choral, student whiteboards, concrete models, pictures, etc.
- Provide multiple predictable routines for students to orally articulate their learning in intentional groupings (structured academic conversations)
- Support oral or written responses with sentence frames
- Provide active learning experiences
- Use predictable classroom routines for lessons, homework postings, etc.

Organizational

- Provide access to CANVAS (Learning Management System)
- Provide study guides and guided notes or note-taking templates
- Utilize technology and learning apps
- Establish clear routines
- Use time management tools, e.g. daily planner, assignment sheet, calendar, timers, CANVAS and agendas
- Reformat handouts to provide more workspace and/or language support
- Post homework assignments in a consistent location
- Provide templates, graphic organizers, visual aides as appropriate
- Post-course objectives
- Help students develop study skills and learning strategies
- Provide a timeline for long-range assignments with intermediate due dates
- Provide models or examples of end products
- Use of homework checks, homework help, targeted homework completion
- Provide peer tutoring when requested

Behavioral

- Set clearly defined standards for behavior
- Cue student for a change of behavior
- Establish clear expectations/standards
- Provide breaks as needed
- Provide access to a guidance counselor
- Provide access to a school adjustment counselor
- Communicate frequently with parents
- Establish clear routines: behavioral, social, emotional
- Develop strategies for behavior modification, e.g. charts, contracts, checklists, behavior plans, etc.
- Utilize a school adjustment counselor
- Learn about who your students are outside of your classroom
- Use data analysis to monitor positive behavior changes
- Use transition cues prior to any changes
- Use diverse classroom management strategies
- Personally connect with your students each day

*The Public Schools of Northborough and Southborough****Mass General Law Chapter 71 Section 38Q1/2:**

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