LITTLETON PUBLIC SCHOOLS

DCAP

DISTRICT CURRICULUM ACCOMMODATION PLAN

2023-2024

LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

OUTLINE OF COMPONENTS

INTRODUCTION

Rationale

District Vision and Beliefs

Continuum of Service

Personnel Resources

DISTRICT CURRICULUM ACCOMMODATION PLAN

Student and Program Supports

Staff Resources

Parent/Community Involvement & Communication

BUILDING-LEVEL CURRICULUM ACCOMMODATION PLAN

Shaker Lane

Russell Street

Littleton Middle School

Littleton High School

LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

INTRODUCTION

Rationale

The following information is provided to comply with the Massachusetts General Laws C. 71, § 38Q ½ mandating that school districts provide a District Curriculum Accommodation Plan designed to assist principals in ensuring that all efforts have been made to meet the needs of diverse learners in the general education program. In addition, Section 59C of Chapter 71 mandates that the school council will meet with the principal "for the development, implementation, and assessment of the curriculum accommodation plan" which should be individualized for each school building.

Littleton Public Schools recognizes its responsibility to provide all students with a comprehensive and rich general curriculum that is aligned with the Massachusetts Curriculum Frameworks. Further, the District acknowledges that its students represent a wide range of learners, with each student possessing unique strengths and an individual learning style. It is the obligation of the District to provide appropriate training, supports, and programs so that teachers are able to be responsive to the individual learning needs of their students and all students are able to access the curriculum in meaningful and productive ways. School Principal, in consultation with faculty and the Director of Student Services, assume primary responsibility for these efforts that are described in this Curriculum Accommodation Plan.

Accommodations are instructional strategies provided by general educators that facilitate access to the curriculum. An accommodation may involve an alteration of the presentation, response, setting, or timing/scheduling of instruction. Accommodations do not alter what is being taught. All students receive accommodations based on their individual needs.

For students with existing 504 Accommodation Plans or Individualized Education Programs (IEPs), the team will ensure that any accommodations that are required due to the student's disability will still be listed in the IEP or 504 plan, regardless of whether or not they are listed in the DCAP and available to all students.

LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

District Vision and Beliefs

The District Curriculum Accommodation Plan (DCAP) provides a process that each school follows in order to support all learners. The following statements, set forth in the Littleton's Strategic Plan, guided the development of the Littleton DCAP.

The Littleton Public Schools will:
- Maintain a commitment to continuous improvement of student achievement through the offering of school programs that are diverse and challenging.
- Strive to meet each individual student's needs while taking into consideration that cognitive, social, physical, and emotional development varies.
- Include the community as an active and contributing partner in the education and schooling of each child.

The Littleton Public Schools staff believe:
- The purpose of education is to enable students to become self-reliant learners and productive, responsible citizens in a complex and challenging world.
- Everyone has the right to learn in a safe and secure environment.
- Education is the shared responsibility of our schools, students, their families and the community.
- All students learn at different rates and in different ways.
- Teachers and students share a roll in student achievement.
- All students have abilities and talents worthy of recognition.
- Student achievement is not solely the result of student ability.
- Literacy and numeracy are the foundations upon which learning is built.

LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

Continuum of Service

Littleton Public Schools is committed to supporting classroom teachers in analyzing and accommodating diverse learning styles of all children in general education. Adaptations to the teaching and learning styles and classroom climates will be implemented before assuming that a student's lack of progress is due to a disability which may require a Section 504 Accommodation Plan or special education services. Depending on the child's grade level, certain accommodations may not be appropriate given the prerequisite skills and foundation required.

PERSONNEL RESOURCES: Teaching Faculty and Related Service Providers

Board Certified Behavior Analyst (BCBA)
- BCBAs work district-wide and provide behavioral consultation to staff and families.

Educational Assistants
- Educational Assistants work under the supervision of general education and special education teachers to support the needs of diverse learners.

English as a Second Language (ESL)
- ESL teacher(s) provide consultation to staff and families in the area of acquiring language skills in English for students whose first language is other than English. The ESL teacher(s) also directly support students who are acquiring English at a level commensurate with their evolving capacity to understand.

Guidance/School Adjustment Counselors PreK-8
- All schools PreK-8 have either a Guidance Counselor or an Adjustment Counselor who provide consultation to staff and families in the area of social, emotional, and behavioral development in the school setting. They provide counseling to individuals/groups and facilitate social skills groups. They also oversee the 504 Accommodation Plan process.

Guidance Counselors 9-12
- At Littleton High School the Guidance Counselors track students' academic programs to ensure that students obtain the credits needed for graduation. They also provide college and career counseling.

Home-Hospital Tutoring for Medically Necessary Reasons
- When a student enrolled in the Littleton Public Schools, or placed by LPS in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the school principal shall arrange for provision of educational services in the home or hospital upon receipt of a physician's written order (Form 28R/3). Tutoring will be arranged on an individual basis.

Nurses
- Each school has a Registered Nurse employed full time. Nurses provide consultation to staff and families in addition to direct service to individual students with medical conditions. Nurses monitor vital medical information, including immunization status as well as periodically screen for vision, hearing and postural status.

Occupational Therapist (OT)/Certified Occupational Therapist Assistant (COTA)
- Occupational Therapists and COTAs provide service to students who require occupational therapy in order to access the curriculum. OTs provide consultation to staff and families for fine-motor and sensory processing related needs. Screenings and evaluations are also conducted by OTs in order to determine eligibility for services.

Physical Therapists (PT)
- Physical Therapists provide service to students who require physical therapy in order to access the curriculum. PTs provide consultation to staff and families for gross-motor related needs. Screenings and evaluations are also conducted by PTs in order to determine eligibility for services.

Reading Instruction
- Direct and systematic reading instruction is provided across the five major areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Registered Behavioral Technician (RBT)
- Registered Behavioral Technicians work under the supervision of a Board Certified Behavior Analyst to support students with diverse needs. They employ the strategies of Applied Behavioral Analysis and are certified through the Behavior Analyst Certification Board.

School Psychologists
- School Psychologists are responsible for comprehensive academic achievement and psychological evaluations in the context of determining eligibility for special education services. They consult to staff and families in the area of social, emotional, and behavioral development in the school setting. They provide counseling to individuals and groups.

Speech and Language Pathologists (SLP) and Speech Assistants
- Speech and Language Pathologists and Speech Assistants provide service to students who require speech and language services in order to access the curriculum. SLPs provide consultation to staff and families for language related needs. Screenings and evaluations are also conducted by Speech and Language Pathologists in order to determine eligibility for services.

Student Success Team
- Each school has a Student Success Team. The purpose of SST is to meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The Team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well.

Title 1 Staffing
- This faculty and staff work 1-5 to provide instructional support to students in reading and mathematics. Instructional support includes remedial instruction, consultative services and access to grade level content.

LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

STUDENT & PROGRAM SUPPORTS

Staffing:	*Supports:*
School Guidance Counselors	Tiered instruction/Leveled Courses
School Psychologists	Student Support Team Process
School Resource Officer	Bullying Prevention Plan
Board Certified Behavior Analysts	Individual Student Success Plans
Speech and Language Pathologists	Individual Student Health Plans
Occupational Therapists	Individual Student Behavior Plans
Physical Therapists	After-School Support from Staff
English Language Learner Teachers	Response to Intervention
	Remedial Instruction
	Direct and Systematic Reading and Math Instruction

Pre K-2	**Grades 3-5**
Expanded full-day Pre-K	Title 1 Math
Expanded full-day Kindergarten	Math/Science Support Specialist
Title 1 Math (Grades 1-2)	Title 1 Reading
Math/Science Support Specialist	Reading Interventionist
Reading Specialists	Social Skills Groups
Response to Intervention	Responsive Classroom
OT general education Group	Lunch/Friendship Groups
HEART Program	Response to Intervention
Social Skills Groups	Math Lab
Lunch/Friendship Groups	Guidance Counselor
	After-School Support
	After-School Clubs
Grades 6-8	**Grades 9-12**
Advisory Program	Student Advisory
FLEX Block	Peer Leadership Program
Academic Support Center	Virtual High School (VHS)
Math Lab/Interventionist	Course Leveling
Virtual High School (VHS)	MCAS Remediation
Adjustment Counselor	MCAS Prep
Edgenuity	Education Proficiency Plan (EPP)
After-School Support	Peer Tutoring
	Academic Support Center
	Modified Schedule
	Credit Recovery Options
	Summer School
	Internships
	Dual Enrollment
	Work Study Program
	Student Teaching Assistants
	Guidance Seminar

LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

STAFF RESOURCES

Professional Development

Early-Release/Full Day Professional Development sessions
District-wide and site-based Professional Development Councils with staff representation
Contractual tuition reimbursement program
Mandated district-wide trainings including restraint, civil rights, and harassment trainings
Trainings on topics and issues of Special Education, 504 Accommodation Plans, MA Frameworks, technology and new curricular / programmatic adoptions

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Teacher Mentoring and Collaboration

Induction program for new staff
Mentoring program for new staff
Instructional Support Teams
MCAS & data analysis Teams
Teacher teams develop and revise summative and benchmark assessments
Interdisciplinary team structure Grades 6-8
Consultation/ Collaboration between general education and special education faculty and staff
Subject-area Department meetings, Grades 6-8 and Grades 6-12
Grade Level Teacher Leaders meeting with teacher teams K-8
Teacher representatives on Elementary and Secondary Curriculum Councils
Curriculum Coordinators

Assessment Practices

MCAS analysis teams
NWEA Measures of Academic Progress (MAP) Growth Assessments, Grades 2-9
Data Analysis Teams for continued review of individual and group performance data to inform curriculum, instruction, and assessment
Development of common summative and benchmark assessments in each content area

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Technology

Technology – Computer labs, classroom computers, SMART Boards, Apple TV, iPads, and Chromebooks
Assistive Technology Software
Technology Support Personnel at the District and Building Level

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LITTLETON DISTRICT CURRICULUM ACCOMMODATION PLAN

PARENT RESOURCES

Parent/Community Involvement & Communication

School Councils
Parent Teacher Association (PTA)
System-wide Special Education Parent Advisory Council (SEPAC)
Wellness Committee
Principals' newsletters
Websites: School/ Department/ Teacher
Open House / Curriculum Nights
School transition meetings
Mid-term Progress Reports and Report Cards
Teacher Conferences
Student-led Conferences at LMS
Literacy Night / Math Night / Book Fair
Title I information parent meeting
Guidance/ Parent Forums
Phone and electronic communications from teachers and administration
Aspen Parent Portal
Blackboard Connect 5 Communication System
Parent involvement on hiring committees
Parent/community volunteers
Community-Based Justice Program
Littleton Police and Fire Departments
Emerson Hospital / Youth Risk Behavior Survey

LITTLETON PUBLIC SCHOOLS

BUILDING-LEVEL CURRICULUM ACCOMMODATION PLAN

SHAKER LANE ELEMENTARY SCHOOL

The goal of the Littleton Public Schools is to foster a community of learners who strive for excellence and to prepare each student to be a successful, contributing citizen in a global society. In support of this goal, this framework provides accommodations to support the differentiation of instruction based on the unique learning profile of each student in order to help them reach their full potential. Below is a list of accommodations that are available to all students. The accommodations listed below may not be appropriate for all grade levels. The decision about which accommodations are appropriate is based on the student's unique needs as gauged by the professional expertise of staff, in consultation with one another, while taking into account feedback from parents and students.

Assessment
- Provide extended time, amount quantified in advance (excluding assessments where time is a factor)
- Utilize reference tools such as number grids, number lines, word walls, word cards, strategy poster
- Repeat, clarify, and/or re-state directions for classroom tests (not standardized or computer based assessments)
- Offer breaks
- Assist with tracking
- Alter the visual presentation of the assessment (enlarge font, reduce amount print on page)

Instructional
- Share and review exemplars and models
- Provide and demonstrate the use of graphic organizers
- Provide visual instructional aids such as reference guides, checklists, word walls, graphic organizers, videos, timelines, and charts
- Modify assignments through chunking, enlarging font, adjusting length, and adding white space
- Present lessons and concepts using a multi-modal approach
- Provide both oral and visual instructions for assignments; repeat, breakdown, clarify as needed
- Provide opportunities for cooperative learning with purposeful groupings (including peer teaching)

Behavioral/Social/Emotional
- Allow access to Guidance Counselor
- Provide opportunities for emotional breaks /motor breaks
- Preview upcoming material, assessments, schedule changes
- Allow access to sensory tool boxes
- Use transitional cues
- Use behavior modification plan as determined by school personnel

Organizational
- Provide additional time for organizing prior to transitions / packing up
- Demonstrate and explain exemplars / models of organization
- Display visual schedules
- Break tasks and projects into smaller chunks (can include models, visual and/or auditory instructions)
- Provide various organizational tools (e.g. buckets, folders, bins, checklists and cues)
- Provide color-coded materials
- Provide homework folders and/or assignment logs for homework

Assistive Technology
- Allow access to low assistive technology tools such as line markers, highlighters, whisper phones, alternate-lined paper, slant boards, alternative pencil grips
- Allow access to technology hardware such as iPads, Chromebooks, document cameras and Apple TV's for instructional purposes
- Allow access to audio books
- Provide pictures or copies of projected materials

LPS Building-Level Curriculum Accommodation Plan

Shaker Lane Elementary School

Physical/Structural
- Provide strategic seating
- Allow for flexible seating arrangements and movement breaks
- Provide access to sensory support items as identified by school personnel
- Adjust chair / desk height
- Allow for alternative learning positions (standing, laying on the floor etc…)

Health/Medical
- Allow access to nurse's office / bathroom
- Allow access to guidance counselor
- Modify academic demands to accommodate temporary cognitive impairment. (e.g. concussion)
- Allow classroom breaks when medically necessary
- Collaborate with parent / guardians and medical team.
- Offer extra chair or pillow to elevate extremities
- Provide a second set of books and/or other educational materials
- Allow snacks during non-snack times when medically necessary
- Use student escorts when medically necessary
- Offer temporary use of assistive technology when medically necessary
- Use temporary scribe when medically necessary
- Arrange medical accommodations for field trips with support of school nurse

Cultural
(Based on the unique ethnic, racial, linguistic, social-economic and religious profile of individual students)
- Provide access to trained staff members (e.g. guidance/psychologists) for students with unique social, emotional, or cultural needs
- Develop alternative assignment suited to student's cultural background
- Allow for dietary accommodations
- Provide resources to develop student's background knowledge
- Present materials using a multi-modal approach
- Pre-teach and re-teach vocabulary using demonstration and models
- Provide opportunities for partner and cooperative groups to promote language usage
- Display visual aids (e.g. timelines, maps, charts and labeled photos)
- Provide hard copy material in place of online material for students lacking financial resources / access to Internet
- Provide reduced cost or cost-free access to educational opportunities for students lacking financial resources (e.g. field trips & sports programs)
- Respond to issues related to varied family configurations (parent/guardian)

LITTLETON PUBLIC SCHOOLS

BUILDING-LEVEL CURRICULUM ACCOMMODATION PLAN

RUSSELL STREET ELEMENTARY SCHOOL

The goal of the Littleton Public Schools is to foster a community of learners who strive for excellence and to prepare each student to be a successful, contributing citizen in a global society. In support of this goal, this framework provides accommodations to support the differentiation of instruction based on the unique learning profile of each student in order to help them reach their full potential. Below is a list of accommodations that are available to all students. The accommodations listed below may not be appropriate for all grade levels. The decision about which accommodations are appropriate is based on the student's unique needs as gauged by the professional expertise of staff, in consultation with one another, while taking into account feedback from parents and students.

Assessment
- Provide extended time, amount quantified in advance (excluding assessments where time is a factor)
- Utilize reference tools such as study questions and study sheets
- Repeat, clarify, re-state questions and/or directions
- Read aloud words, phrases, sentences in questions, or answer choices for non-reading assessments (for example, math & science)
- Divide assessment into more than one administration session
- Alter the visual presentation of the assessment (enlarge font, reduce amount print on page)
- Provide paper alternative instead of a computer / device
- Provide technology alternative instead of paper
- Offer quiet testing area within the classroom
- Allow students alternate modes to convey knowledge (i.e. drawings, using technology, recording, visual, oral, project-based, performance-based)

Instructional
- Provide exemplars of finished product with rubric
- Provide visual instructional aids such as reference guides, checklists, word walls, graphic organizers, videos, and charts
- Provide both oral and visual instructions for assignments; repeat, breakdown, clarify as needed
- Modify assignments through chunking, enlarging font, adjusting length, and adding white space
- Provide multi-sensory activities / options such as manipulatives and movement opportunities
- Provide highlighted key content at unit completion through various means (such as study guide, notes, in-class review)
- Provide opportunities for cooperative learning with purposeful groupings
- Preview and review key vocabulary and ideas

Behavioral/Social/Emotional
- Allow access to Guidance Counselor
- Design behavior contracts or plans
- Provide opportunities for emotional breaks /motor breaks
- Provide preferential seating (Ex: closer to teacher, near positive role model, away from distractions, etc.)
- Offer fidgets or other sensory-motor tools
- Use transitional cues
- Provide creative rewards or jobs

LPS Building-Level Curriculum Accommodation Plan

Russell Street Elementary School

Organizational
- Provide additional time for organizing prior to transitions / packing up
- Display visual schedules
- Use multiple reminders to inform students of length of activity, upcoming transitions or changes in activity (e.g. provide a timer, verbal warning)
- Break tasks and projects into smaller chunks
- Provide and check homework agendas and logs
- Allow opportunities for strategies for organizational structure (e.g. accordion folders, desk bins, buckets, folders, bins, checklists, and cues)
- Provide color-coded materials

Assistive Technology
- Allow access to low assistive technology tools such as line markers, highlighters, whisper phones, alternate-lined paper, slant boards, alternative pencil grips
- Allow access to technology hardware such as iPads, Chromebooks, document cameras and Apple TV's for instructional purposes
- Allow access to audio books
- Provide pictures or copies of projected materials
- Use SMART Boards to project exemplars / activities / directions

Physical/Structural
- Provide strategic seating
- Allow for flexible seating arrangements and movement breaks
- Provide access to sensory support items such as (sit and move cushions, Therabands on chairs, and stress / fidget objects)
- Adjust chair / desk height
- Allow various learning positions / locations such as study carrel and privacy shields

Health/Medical
- Allow access to nurse's office and bathroom
- Offer permission to leave class 2-3 minutes early to visit nurse or avoid crowded hallways
- Modify academic demands to accommodate temporary cognitive impairment (e.g. concussion)
- Allow classroom breaks
- Collaborate with parent / guardians and medical team
- Offer extra chair or pillow to elevate extremities
- Provide a second set of books and/or other educational materials
- Allow snacks during non-snack times when medically necessary
- Use student escorts when medically necessary
- Provide use of assistive technology for a temporary medical condition
- Use temporary scribe when medically necessary
- Arrange medical accommodations for field trips with support of school nurse

Cultural
(Based on the unique ethnic, racial, linguistic, social-economic and religious profile of individual students)
- Provide access to trained staff members (e.g. guidance/psychologists) for students with unique social, emotional, or cultural needs
- Develop alternative assignment suited to student's cultural background
- Allow for dietary accommodations
- Provide resources to develop student's background knowledge
- Present materials using a multi-modal approach
- Pre-teach and re-teach vocabulary using demonstration and models
- Provide opportunities for partner and cooperative groups to promote language usage
- Display visual aids (e.g. timelines, maps, charts and labeled photos)
- Provide hard copy material in place of online material for students lacking financial resources /access to Internet
- Provide reduced cost or cost-free access to educational opportunities for students lacking financial resources (e.g. field trips & sports programs)
- Respond to issues related to varied family configurations (parent/guardian)

LITTLETON PUBLIC SCHOOLS

BUILDING-LEVEL CURRICULUM ACCOMMODATION PLAN

LITTLETON MIDDLE SCHOOL

The goal of the Littleton Public Schools is to foster a community of learners who strive for excellence and to prepare each student to be a successful, contributing citizen in a global society. In support of this goal, this framework provides accommodations to support the differentiation of instruction based on the unique learning profile of each student in order to help them reach their full potential. Below is a list of accommodations that are available to all students. The accommodations listed below may not be appropriate for all grade levels. The decision about which accommodations are appropriate is based on the student's unique needs as gauged by the professional expertise of staff, in consultation with one another, while taking into account feedback from parents and students.

Assessment
- Provide extended time, amount quantified in advance (excluding assessments where time is a factor)
- Utilize reference tools such study guides, reference sheets and open book option
- Repeat, clarify, re-state questions and/or directions
- Divide assessment into more than one administration session
- Alter the visual presentation of the assessment
- Provide paper alternative instead of a compute / device
- Provide technology alternative instead of paper
- Allow students alternate modes to convey knowledge (i.e. drawings, using technology, recording, visual, oral, project-based, performance-based)
- Vary assessment methods such as written exams, presentations, essays
- Allow corrections and/or retakes
- Reduce amount of material being assessed
- Prompt student to check work before handing in final product

Instructional
- Share and review exemplars and models
- Provide study guides
- Provide instructional materials at varied reading levels
- Emphasize key points from reading material
- Provide graphic organizers, reference guides, word walls, charts, timelines, or other visual instructional aides
- Use visual / auditory cues
- Offer audio files for reading
- Provide guided notes
- Allow access to completed notes and/or study guide to check for accuracy
- Supply a copy of projected / displayed material
- Repeat, breakdown, and/or clarify directions
- Provide opportunities for cooperative learning with purposeful groupings
- Modify assignments through chunking, enlarging font, changing length, adding white space
- Clarify expectations through the use of rubrics
- Present lessons and concepts using a multi-modal approach

Behavioral/Social/Emotional
- Allow access to Psychologist & Adjustment Counselor
- Design behavior contracts or plans
- Use transition cues prior to any changes in routine
- Preview upcoming material, assessments, schedule changes
- Arrange observations by specialists / extended service providers
- Allow access to specific techniques & tools related to need (e.g., fidget tool, music)

LPS Building-Level Curriculum Accommodation Plan

Littleton Middle School

Organizational
- Provide additional time for organizing prior to transitions /packing up
- Check students' assignment books / devices to see if assignments & tasks are recorded correctly & completely
- Utilize specific verbal cues for transitions within the class period
- Break tasks/assignments/projects into smaller chunks and/or timelines
- Use additional or specific checklists, graphic organizers, outlines
- Review teacher-directed organization of materials such as assignment books/device, notebooks, binders, backpack
- Offer a variety of organizational systems
- Provide additional teacher-directed check-ins / timelines for long-term projects or lengthy assessments
- Provide color-coded materials

Assistive Technology
- Allow access to low assistive technology tools such as line markers, highlighters, whisper phones, alternate-lined paper, slant boards, alternative pencil grips
- Allow access to technology hardware such as iPads, Chromebooks, document cameras and Apple TV's for instructional purposes
- Allow use of calculator where / when appropriate
- Allow access to audio books
- Provide pictures or copies of projected materials
- Specific access to school-supplied or BYOD devices beyond typical student usage

Physical/Structural
- Provide strategic seating
- Allow for flexible seating arrangements and movement breaks
- Allow alternate workspace or learning positions within the classroom
- Use specific stress-release and/or sensory activities
- Use unique visual, auditory & transitional prompts/aids
- Use noise reduction tools
- Provide alternative lunchroom seating
- Allow access to specific techniques & tools related to need (e.g., various pencil grips & writing tools)

Health/Medical
- Allow access to nurse's office / bathroom
- Allow flexible start and end time for class
- Provide a second set of books and/or other educational materials
- Provide use of assistive technology for a temporary medical condition
- Allow snacks during non-snack times when medically necessary
- Provide student escort when medical necessary
- Provide specific curricular accommodations as related to health/medical need
- Establish cues for communication for sensitive topics (blood, reproduction, first aid) for the fainter
- Modify academic demands to accommodate temporary cognitive impairment (e.g. concussion)
- Use temporary scribe when medically necessary
- Arrange medical accommodations for field trips with support of school nurse

Cultural
(Based on the unique ethnic, racial, linguistic, social-economic and religious profile of individual students)

- Provide access to trained staff members (e.g. guidance/psychologists) for students with unique social, emotional, or cultural needs
- Develop alternative assignment suited to student's cultural background
- Allow for dietary accommodations
- Provide resources to develop student's background knowledge
- Present materials using a multi-modal approach
- Pre-teach and re-teach vocabulary using demonstration and models
- Provide opportunities for partner and cooperative groups to promote language usage
- Display visual aids (e.g. timelines, maps, charts and labeled photos)
- Provide hard copy material in place of online material for students lacking financial resources / access to Internet
- Provide reduced cost or cost-free access to educational opportunities for students lacking financial resources (e.g. field trips & sports programs)
- Respond to issues related to varied family configurations (parent/guardian)

LITTLETON PUBLIC SCHOOLS

BUILDING-LEVEL CURRICULUM ACCOMMODATION PLAN

LITTLETON HIGH SCHOOL

The goal of the Littleton Public Schools is to foster a community of learners who strive for excellence and to prepare each student to be a successful, contributing citizen in a global society. In support of this goal, this framework provides accommodations to support the differentiation of instruction based on the unique learning profile of each student in order to help them reach their full potential. Below is a list of accommodations that are available to all students. The accommodations listed below may not be appropriate for all grade levels, course levels or students. The decision about which accommodations are appropriate is based on the student's unique needs as gauged by the professional expertise of staff, in consultation with one another, while taking into account feedback from parents and students.

Assessment
- Provide extended time, amount quantified in advance (excluding assessments where time is a factor)
- Utilize reference tools such as study guides and reference sheets
- Repeat, clarify, re-state questions and/or directions
- Alter the visual presentation of the assessment
- Provide paper alternative instead of a computer / device
- Provide technology alternative instead of paper
- Allow students alternate modes to convey knowledge (i.e. drawings, using technology, recording, visual, oral, project-based, performance-based)
- Provide variety of assessment methods such as written exams, presentations, essays
- Allow limited oral testing

Instructional
- Vary teaching strategies
- Provide wait time
- Use library for research
- Provide listing of assignments
- Present lessons and concepts using a multi-modal approach
- Write class objectives
- Clarify expectations through the use of rubrics
- Share and review exemplars and models
- Provide enlarged copies
- Provide tiered scaffolding of notes and study guides
- Provide graphic organizers, reference guides, word walls, charts, timelines, or other visual instructional aides
- Emphasize points within text
- Provide instructional materials at varied reading levels

Behavioral/Social/Emotional
- Allow access to Psychologist & Guidance/Adjustment Counselor
- Design behavior contracts or plans
- Use transition cues prior to any changes in routine
- Preview upcoming material, assessments, schedule changes
- Arrange observations by specialists / extended service providers
- Allow access to specific techniques & tools related to need (e.g., fidget tool, music)

LPS Building-Level Curriculum Accommodation Plan

Littleton High School

Organizational
- Utilize time management tools
- Establish and review clear routines
- Use additional or specific checklists, graphic organizers, outlines
- Monitor use of agenda book
- Post daily agendas
- Break down large multi-step tasks and projects into manageable increments
- Maintain teacher websites
- Provide color-coded materials
- Post homework

Assistive Technology
- Allow access to technology hardware such as iPads, Chromebooks, document cameras and Apple TV's for instructional purposes
- Allow use of calculator where/when appropriate
- Provide pictures or copies of projected materials
- Accept typed assignments / assessments
- Allow access to audio books
- Use personal electronic devices, voice recognition, speech to text

Physical/Structural
- Provide strategic seating
- Allow for flexible seating arrangements and movement breaks
- Allow alternate workspace within the classroom
- Limit distractions
- Utilize auditory aids and visual aids

Health/Medical
- Allow access to nurse's office / bathroom
- Allow access to guidance counselor
- Offer extra chair or pillow to elevate extremities
- Provide a second set of books and/or other educational materials
- Provide use of assistive technology for a temporary medical condition
- Allow snacks when medically necessary
- Provide student escort when medically necessary
- Use of temporary scribe when medically necessary
- Adjust work expectations when medically necessary
- Modify academic demands to accommodate temporary cognitive impairment (e.g. concussion)
- Establish cues for communication for sensitive topics (blood, reproduction, first aid) for the fainter
- Arrange medical accommodations for field trips with support of school nurse

Cultural
(Based on the unique ethnic, racial, linguistic, social-economic and religious profile of individual students)
- Provide access to trained staff members (e.g. guidance/psychologists) for students with unique social, emotional, or cultural needs
- Develop alternative assignment suited to student's cultural background
- Allow for dietary accommodations
- Provide resources to develop student's background knowledge
- Present materials using a multi-modal approach
- Pre-teach and re-teach vocabulary using demonstration and models
- Provide opportunities for partner and cooperative groups to promote language usage
- Display visual aids (e.g. time-lines, maps, charts and labeled photos)
- Provide hard copy material in place of online material for students lacking financial resources / access to Internet
- Provide reduced cost or cost-free access to educational opportunities for students lacking financial resources (e.g. field trips & sports programs)
- Respond to issues related to varied family configurations (parent/guardian)