



AVALON STONE HARBOR

SCHOOLS

Curriculum

Accommodations and Modifications for Students

Accommodations and Modifications for Students who are Classified as Gifted and Talented Students:

- Avalon and Stone Harbor schools provide appropriate K-12 services for gifted and talented students, as required by state regulations. This includes appropriate curricular and instructional modifications for gifted and talented students indicating content, process, products, and learning environment. District boards of education must also take into consideration the *PreK-Grade 12 National Gifted Program Standards* of the National Association for Gifted Children in developing programs for gifted and talented students. A copy of those standards is available at www.nagc.org. In addition, information can be found at www.state.nj.us/education/aps/ccs/gandt. This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.L.L. and basic skills. Programs shall be modified based on I.E.P.'s, 504's, etc.
- Differentiation practices for students who are classified as gifted and talented students may include:
 - Students may be given a choice of different journal prompts, spelling lists or vocabulary lists that may be tailored to their unique abilities.
 - Students will have access to a variety of anchor activities that provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals but may extend them for the students who are classified as gifted and talented.
 - Choices of books: Different textbooks or novels (often at higher levels) that students are allowed to choose from for content study or for literature circles.
 - Choices of review activities: Different extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
 - Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
 - Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
 - Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information.
 - Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

- Mini workshops to extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or extension of a specific skill.
- Use of games to practice mastery of information and skill.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Open-ended questions may be more appropriate for students classified as gifted and talented.
- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- Jigsaw: Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels.
- Multiple texts: The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
- Alternative assessments: After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal vs. visual).
- Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace.
- Tic-Tac-Toe Choice Board: The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept.

Students who are Classified as E.L.L. Students

- ELL Students are students who
 - Classroom Modifications
 - Classroom Accommodations
 - Strategies Specific to Math
 - Strategies Specific to Social Studies
 - Strategies Specific to Reading
 - Strategies Specific to Science

- Strategies Specific to Writing

Students who are Classified with 504s:

- Students may receive a 504 document if they are found to have a disability which
- General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.
 - Environmental Accommodations
 - Organizational Accommodations
 - Behavioral Accommodations
 - P
 - A
 - E

Students who are Classified with IEPs

- Students who

Students who are At Risk of Failing

- In the Avalon Stone Harbor Schools are in the unique position to ensure that every student is able to achieve their fullest potential by providing targeted learning supports and instructional methods. Students who are at risk of failing, in particular, will benefit from the student needs profiles that are created and updated throughout their elementary and middle school academic career. These profiles help teachers to understand the best instructional practices, technological aides, and assessment methods for the individual student.
- General and special education teachers are encouraged to meet with specialists in the areas that may be impacting the student's learning (i.e. school counselor, reading specialist, school psychologist, nurses, related service providers)
- Differentiation practices may include:
 - Previewing materials in a small group or individual setting before it is introduced to the whole class.
 - Allowing for verbal or written responses based on the student's strengths (including talk to text)
 - Encouraging extension activities in different formats than the original teaching method (ie videos following text based learning)
 - Small group instructional times within the large classroom
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* For World Languages- make sure accommodations and modifications are appropriate for the languages

Accommodations and Modifications for students who are classified as E.L.L Students:

(This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.L.L. and basic skills. Programs shall be modified based on I.E.P.'s, 504's, etc.)

Classroom Modifications for E.L.L.

PACING:

- Extend time requirements
- Omit assignments

PRESENTATION OF SUBJECT MATERIAL:

- Use individual/small group instruction
- Use specialized curriculum
- Simplify language
- Tape lectures for playback
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary

ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy

MATERIALS:

- Provide taped textbooks
- Highlight textbooks/study guides
- Use supplementary materials
- Give assistance in note taking
- Type handwritten teacher materials
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks Allow use of

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| | computer/word processor |
| REINFORCEMENT AND FOLLOW THROUGH: <ul style="list-style-type: none"> ● Use positive reinforcement ● Use concrete reinforcement ● Check often for understanding/review ● Arrange for peer tutoring ● Plan cooperative learning experiences ● Provide language experience ● Give immediate feedback ● Have student repeat directions ● Make/use vocabulary files ● Teach study skills ● Use study guides to organize materials ● Repeat/review/drill | TESTING ADAPTATIONS; <ul style="list-style-type: none"> ● Allow students to answer orally ● Use multiple-choice format ● Read test to student ● Modify format ● Write a different test ● Shorten test length ● Require only selected test items ● Create alternative assessment |
| ASSIGNMENTS: <ul style="list-style-type: none"> ● Lower reading level ● Give directions in small, distinct steps ● Allow copying from paper/book ● Use written backup for oral directions ● Lower difficulty level ● Shorten assignment ● Read directions to students ● Give oral clues or prompts ● Record or type assignments ● Adapt worksheets, packets Use alternate assignments | GRADING: <ul style="list-style-type: none"> ● Modify grading system ● Modify weights of course components ● Modify course objectives/outcome |

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| Classroom Accommodations for E.L.L | |
| Environment: <ul style="list-style-type: none"> ● Preferential Seating | Assignment: <ul style="list-style-type: none"> ● Adjust reading level materials |

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| <ul style="list-style-type: none"> ● Assign peer tutor ● Visual charts/cues ● Provide tape recorded discourse ● Highlight key words ● Use real objects/manipulatives ● Refer to prior knowledge (K-W-L or other) ● Provide quiet study space | <ul style="list-style-type: none"> ● Single step directions ● Provide extra examples/models ● Shorten assignment/task ● Directions read aloud ● Adapt/simplify language on task ● Give oral prompts/cues ● Allow projects to replace written tasks |
| <p>Presentation:</p> <ul style="list-style-type: none"> ● Individual/small group discussions ● Use specialized curriculum/equipment ● Simplify language/key word ● Demonstrations for key concepts ● Visual or Multi-modal presentations ● Frequently check for understanding ● Use manipulatives ● Native Language presentations | <p>Materials:</p> <ul style="list-style-type: none"> ● Provide tape recorded text ● Provide supplementary materials ● Highlighted text ● Bilingual dictionaries/glossaries ● Use of graphic organizers ● Pre-teach all vocabulary ● Provide varied visual/multi-sensory input ● Native Language Text |
| <p>Management:</p> <ul style="list-style-type: none"> ● Allow oral responses ● Use positive reinforcement ● Repeat all directions ● Use cooperative learning groups ● Use projects/interdisciplinary tasks ● Provide language experience tasks ● Have student repeat directions ● Immediate praise/feedback ● Plan peer tutors/models ● Provide high interest topics/options ● Provide extended time to complete tasks ● Allow student to think/speak in native language | <p>Class Assessment:</p> <ul style="list-style-type: none"> ● Allow oral responses ● Read test aloud ● Read portions/key words on test ● Modify format/length of test ● Alternate with culturally non-biased items ● Provide glossaries in native language ● Modify test items/weighted scores ● Use multiple choice format |

Accommodations for English Language Learners General Classroom and Content Areas

MATH:

- At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board along with cursive representation.
- A bilingual assistant/interpreter, when available, could be used to explain math concepts in the student's primary language.
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Show students how to prepare a card file of number words. Write the word on one side and the symbol on the opposite side.

SOCIAL STUDIES

- Allow beginning and advanced beginning students to use drawings to demonstrate knowledge of concepts.
- Show English Language Learners at all proficiency levels a model of a project/assignment prior to their completing the assignment.
- Teach the key concepts while limiting the vocabulary and details in the lesson.
- Test only those key concepts addressed.
- Use many visual aids during the instruction process; i.e. overhead transparencies, maps, graphic organizers, puzzles, computer, etc.
- Tape record the test or give test orally to student.
- Allow ELL student capable of tape-recording lessons to do so. (Provides immediate feedback for student to listen to the lesson at home and work on assignments on his/her own.)

READING

When making accommodations for ELL students in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and writing. Some English Language Learners might be considered advanced in speaking, but functioning at a beginning instructional level when it comes to reading with fluency. Keep this in mind when assigning grades. Try to remember to place the emphasis on the student's instructional level in Reading.

- ELL students at all proficiency levels should have reading materials provided at their instructional level

by the classroom teacher.

- ELL students should be taught vocabulary in context; remember to limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase number of words.
- Tape record information for the ELL student to learn and let him/her listen to it.
- Let students act out the story to demonstrate understanding.
- Use a variety of strategies and approaches to teach reading. The key component is to make sure that students are being taught vocabulary through meaningful context, not in isolation.
- Provide the ELL student the background knowledge necessary in order to understand.
- Teach ELL students reading strategies that enable them to predict, connect, question, and visualize a story.

SCIENCE

- Homework should include completing graphs, drawing, writing in journal, etc.
- Students should work in groups when possible to solve problems or conduct experiments.
- Provide many hands-on experiences as ELL students learn best by doing and seeing lessons.
- Show ELL students at all proficiency levels a sample of a completed project or assignment when requiring a science project for a grade.
- Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
- Have students prepare collections of science objects, such as sticks and leaves.
- Use “hands-on” experiential activities that do not rely on academic language for understanding
- Prepare large charts that summarize the steps involved in experiments.

WRITING

When making accommodations for English language learners in the area of writing, the same principle holds true. There is a large difference between listening and speaking and reading and writing. Many ELL students could be considered advanced in speaking but at a beginning instructional level in writing.

- ELL students may not know what cursive writing is; therefore, it will have to be taught.
- ELL students could be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
- ELL students could use a journal as a means of practicing writing with teacher feedback.
- Classroom teacher could provide a model of what he/she expects the finishing writing assignment to look like.
- Allow ELL students to write about topics in which they have background knowledge.
- Allow ELL students to work together when possible to brainstorm and to begin the writing process.

- Use vocabulary words and sentence structures at the instructional level of the student. Use words from their own materials. The words must have meaning for the student. Provide context clues when helping the child to learn new material.
- Try to limit the number of spelling words assigned. Increase the number of words as comprehension level increases.
- Usually ELL student's oral language skills tend to be higher than their reading and writing skills. Adjust assignments based on the instructional level of the student.

Accommodations and Modifications for students who are classified with 504's:

Examples of General Accommodations:

General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments

- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - g) experiments
 - h) games

- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts • Prepare advanced organizers/study guides for new material

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

Evaluation Methods

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Accommodations and Modifications for students who are classified with IEP's:

(This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills. Programs shall be modified based on I.E.P.'s, 504's, etc.)

A. Setting Accommodations

1. Administering the assessment:
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room
 - d. in a special education classroom
 - e. at home or in a hospital (this will depend on the nature of the assessment task)
2. Seating the student in the front of the room near the examiner or proctor
3. Seating the student facing the examiner or proctor
4. Providing special lighting
5. Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations

1. Adding time as needed
2. Providing frequent breaks
3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

1. Administering the large-print version of the test
2. Administering the Braille version of the test

D. Test Procedure Modifications

1. Administration modifications
 - a. reading directions aloud
 - b. reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task

- c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order
- d. using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages
- e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- f. repeating, clarifying, or rewording directions ONLY
- g. providing written directions on a separate sheet or transparency
- h. using an examiner who is familiar with the student
- i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)
- j. providing manipulatives for math items e.g., number line, counting chips, abacus (for NJ ASK 3-8 ONLY)
- k. using graph paper for HSPA Mathematics (all students are permitted graph paper for NJ ASK 3-8)
- l. using a Braille ruler and talking calculator or large-face calculator
- m. using tactile or visual cues for deaf or hard of hearing students to indicate time to begin, time remaining, and time to end a particular part of the test
- n. using calculators for NJ ASK 3-8 Mathematics (all students are permitted calculators for HSPA)

2. Response modifications

- a. having an examiner record the student's identification information on the test booklet and/or answer folder
- b. dictating oral responses to a scribe (examiner or proctor who writes from dictation)
- c. using a Braille writer to record responses
- d. signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)
- e. recording responses on a word processor (all editorial functions MUST be disabled)
- f. providing an augmentative communication device
- g. using a larger diameter or modified special grip # 2 pencil
- h. circling answers in the test booklet (the examiner subsequently transfer the answers to the answer folder); for the NJ ASK 3-4, the examiner bubbles the student's answer choice in the scannable test booklet
- i. allowing separate additional continuation pages for writing tasks

OTHER CONSIDERATIONS

Ensure that:

1. any medication has been appropriately adjusted so it will not interfere with the student's functioning.
2. eyeglasses are used, if needed.
3. hearing aids, FM systems, augmentative communication devices, word processors, or other types of equipment are functioning properly.
4. source and strength of light are appropriate.
5. all students can clearly see and hear the examiner.
6. all deaf or hard of hearing students who communicate aurally/orally are watching the examiner when instructions are given.