

GRADES K - 8

**MODIFICATION OPTIONS INVOLVING INSTRUCTION, CURRICULUM
AND ASSESSMENT FOR ALL STUDENTS**

Policy

It is the policy of the Trumbull Public Schools to provide all students with appropriate opportunities which will enable them to meet the curriculum content standards at all grade levels. Each student's individual needs determine the effective instructional options by staff to be provided within the educational program. Every effort should be made to select appropriate level courses for students. Student achievement or lack of achievement within the general education classroom generates review which may result in increased or decreased curriculum/ instructional modifications and/or support services for all students.

There is a wide range of curriculum and instructional modifications that may be made for students. The modifications may be minor and geared toward either acceleration or simplification. At times the modifications may result in significant adaptations of the curriculum.

The student whose modification is minor, adapted, or functional in a general education class may or may not receive a modified grade. Modification of grade options should be designed to provide accurate and useful information of the student's ability and performance in the general education classroom.

Adopted: 11/96

Revised: 12/97

Regulations

1. Range of Curriculum/Instructional Modifications

Curriculum modifications may be minor, or they may result in an adapted curriculum or a focus on the functional life skills of the curriculum.

A. Minor Curriculum Modifications For All Students:

The (*) Early Intervention Team (EIT), Middle School Team (MST), Individual Education Plan Team (IEPT), or parent/teacher/ administrator conference determines the student's placement in the general education curriculum by studying the specified general education outcomes and selects the most effective instructional options. Annually the team must meet with the parent(s) to determine and document types of modifications and assessment options.

The EIT, MST, or IEPT focuses on reducing the educational gaps which exist in the general classroom. Remediation techniques are provided and/or study strategies are taught to enhance the student's ability to perform within the content of the general education curriculum.

Minor modifications made in the general education classroom may require the student to listen rather than read, or to speak rather than write. Achievement is measured with the same criterion-referenced/ norm-referenced test used with other students, unless alternative assessments are indicated.

Minor modifications may or may not result in a modified grade for the student. If the Early Intervention Team mutually agrees that a variety of modifications are necessary, the student may receive a modified grade(s). This will be documented on an Accommodation Checklist, which is placed in the student's cumulative file.

When school staff are planning the student's program for the following year, the Accommodation Checklist should be shared with the receiving teacher and/or the receiving school staff. The Early Intervention Team must meet annually to develop an Accommodation Checklist for students who receive a modified grade(s).

*** Early Intervention Team (e.g. Child Study Team; Student Assistance Team; Early Assessment Conference)**

Regulations cont'd.

B. Adapted Modifications for Students with Disabilities:

The IEP Team decides that the general education curriculum content is appropriate but needs significant adaptations for a student with a disability. The student's instructional needs are so different from the ability or functioning level of the peer group that instructional changes are necessary and call for an adapted curriculum.

Support staff assist the classroom teacher in developing and offering similar general content but at developmentally appropriate levels and/or reading/writing levels. The IEP Team will determine how the student will be assessed. The student will receive a modified grade(s). This will be documented on the Accommodation Checklist, which is placed in the student's cumulative file.

C. Functional Curriculum Modifications for Students with Disabilities:

The IEP Team decides that a student with a disability cannot benefit from remediation or significant adaptations of content normally taught in the general education classroom. A modified curriculum is designed to focus on functional academics and pre-vocational skills which can be addressed in the special education classroom and/or general education classroom, as necessary. The functional curriculum is developed collaboratively by the general education teacher, special education teacher, and support staff, with consultation from the IEP Team. At the high school level, the input of department chairpersons and guidance counselors is also essential.

General education teachers will be supported with additional staff, supplementary materials, and direct special education intervention for students, as necessary, in the areas of basic academic/social skills and independent living skills.

The student participates with students in whole-class activities but has functional lifeskill goals to meet. The student will receive modified grades. This will be documented on the Accommodation Checklist, which is placed in the student's cumulative file.

Regulations cont'd.

2. Planning Process for Adapted and Functional Modifications for Students with Disabilities:

The IEP Team will meet and follow this process to determine the range of modifications needed to meet the individual needs of a student with a disability. It is essential that general education staff, department chairperson, administrator and the student's parents be actively involved in this planning process.

Steps of a process on how to examine and adjust effective instructional strategies follows:

A. Examine the Strategies for Instruction:

Can the student actively participate in the lesson as is? Will the student be able to achieve essentially the same outcome as other students?

Can the student's participation be increased through various classroom groupings?

- Cooperative Groups
- Small groups
- Peer partners

Can the student's participation be increased by changing the lesson format?

- Activity-based lessons, games, simulations, role-playing
- Experiential lessons

Can the student's participation and understanding be increased by changing the delivery of instruction or teaching style?

B. Examine the Learning Environment:

Can changes be made in the classroom environment or lesson location that will facilitate participation?

- Environmental/physical
- Social
- Lesson location

Regulations cont'd.

C. Examine the Demand of the Task:

Will the student need adapted curricular goals?

- Adjust pacing
- Provide same but less complex content
- Provide similar content with functional/direct applications
- Adjust the evaluation system
- Adjust management techniques

D. Examine the Way the Task is Done:

Will different materials be needed to ensure participation?

- Same content, but variation in size, number/length, format
- Additional or different materials/devices

E. Examine the Support Structure:

Will personal assistance be needed to ensure participation?

- From peers or general education teacher, special education teacher, para-professional, and/or parent/guardian.

F. Arrange Alternative Activities that Foster Participation and Interaction:

Will a different activity need to be designed and offered for the student and a small group of peers?

- In the classroom
- In other general education environments
- In community-based environments

Regulations cont'd.

G. Examine Format or Method Assessment:

Examples:

- Oral testing
- Testing on essential facts only
- Simplified test instructions and language
- Shortened test
- Reduced number of choices in multiple choice questions
- Oral report by student
- Demonstration of skill by student
- Completion of project by student
- Use of skill by student in real life context(s)
- Illustration or scrapbook developed/explained by student
- Anecdotal observations by teacher
- Assessment based on IEP goal and objective(s)

H. Collaborative Planning:

Collaborative planning time by the teachers for students with significant disabilities is essential and should be held during the school day whenever possible. When collaborative planning during the school day is not feasible, such collaborative planning may take place either before or after the instructional day. This planning time will not impact on the teachers' time to provide direct instruction to students.

3. Collaborative Planning Form for Adapted and Functional Modifications for Students with Significant Disabilities:

The range of Adapted and Functional modifications, specific materials or activities, grade modification(s), teacher and student responsibilities and other supportive services needed to enhance the success for students with significant disabilities must be documented on the Collaborative Planning Form. A copy of this form is filed in the student's supplementary folder (B File), and a copy is sent to the teacher(s). (Appendix A)

Regulations cont'd.

4. Assessment/Modifications

The EIT, MST, or the IEP Team has the responsibility and authority to modify the grading system for a student with a disability. The teams will use one or more of the options below in any program or course in which a letter grade is typically used to indicate a student's performance/progress on the report card. These options will be used in conjunction with or in place of a letter grade. The Accommodation Checklist (Appendix B) will be completed by staff and sent to parents quarterly when the curriculum for a student is modified at the Minor, Adapted and/or Functional levels. The EIT, MST, or IEP Team will agree on a specific grade option(s). When the grade is modified significantly for the student, a comment on the report card will indicate that the Accommodation Checklist will describe modifications made in any program or course where a Minor, Adapted and/or Functional Curriculum is implemented. A copy of the Accommodation Checklist will be sent to the parent, a copy filed with the General Education Teacher, and a copy placed in the student's cumulative file.

Grade Options for the PPT to Consider:

1. Adapted Curriculum/Letter Grade/ Accommodation Checklist
2. Functional Curriculum/Letter Grade/ Accommodation Checklist
3. Accommodation Checklist/No Letter Grade
4. Narrative Report Only/No Letter Grade
5. Pass/No Grade
6. Credit/No Grade
7. Audit/No Grade
8. Satisfactory/Unsatisfactory

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Guidelines

FOR EFFECTIVE INSTRUCTIONAL OPTIONS

Below is a list of effective teaching practices employed to enable all students to be successful learners. Implementation of these practices will depend upon the individual need of the student, course content, objectives, grade level, and other factors. While this list attempts to cover many areas, other modifications are possible at the discretion of the EIT, IEP Team or a teacher/parent/chairperson/administrator conference.

1. Effective Teaching Practices
 - A. Provide directions
 - written
 - oral
 - reworded and explained
 - ask student to paraphrase directions.
 - B. Provide copies of overhead materials, outlines, study guides, notetaking sheets, or have these available in the class. Have students use graphic organizers as teacher lectures.
 - C. Allow use of tape recorder in class.
 - D. Allow additional wait time.
 - E. Develop signal between student and teacher.
 - F. Accept chart, graph, outline, graphic organizers, dramatizations, tape recordings, in lieu of, or in addition to, essays or lengthy written assignments.
 - G. Return assignments with specific suggestions for improvement and allow students to redo assignment to raise grade.
 - H. Provide homework assignment in written form.
 - I. Provide parental checklist to facilitate completion of homework.
 - J. Match student with peer who checks accuracy of notes, assignments.
 - K. Use visuals such as charts, graphic organizers, time lines, webs.
 - L. Have a peer in class summarize the lesson.

Guidelines cont'd.

- M. Use cooperative learning groups as exemplified in researched based models to ensure acquisition (e.g. Slavin; Johnson).
- N. Use questioning techniques at different cognitive levels.
- O. Encourage student to attend extra help session after school.

2. Content Area Modifications

Reading/Science/Social Studies:

- A. Provide focus questions prior to reading.
- B. Preteach new vocabulary.
- C. Illustrate newly learned vocabulary words.
- D. Use text organizers, such as story map, to assist student's understanding of reading material.
- E. Permit student to refer back to text to locate answers to questions.
- F. Use arts (drawing, acting) as another means of assessing knowledge.

Mathematics:

- A. Provide facts grids, such as sums or products charts, for students who have difficulty learning and retaining facts.
- B. Provide calculators for students to compute or check work.
- C. Provide reteaching materials as a means of reinforcing skills.
- D. Provide manipulatives for introduction of new concepts.

Written Language:

- A. Provide important content words and phrases to assist in writing assignments.
- B. Allow illustrations to be used to replace or supplement a written report.

Guidelines cont'd.

- C. Provide a web, story map, or time-line to assist in writing, or accept one of these as a substitute for a written report.
 - D. Provide student an opportunity to correct errors in spelling and writing mechanics to improve grades and reports.
3. Testing Modifications
- A. Students who receive a grade of below 70 would benefit from reteaching and a retest, especially at the beginning of the year, as they are learning class expectations. Indicating a retest date instead of displaying a grade on the test maybe helpful.
 - B. Allow additional time for testing.
 - C. Allow tests to be taken with PPS support staff.
 - D. Allow retesting to occur until skill is mastered.
 - E. Rephrase test questions to aid in student comprehension.
 - F. Highlight and/or simplify directions.
 - G. Employ alternate assessment methods:
 - Provide word bank on tests
 - Reduce length/complexity of sentences.
 - Match test format to strength/style of student.
 - Provide charts, diagrams, maps for student to label.
 - Supplement or replace written exams with oral questioning to assess the student's knowledge level.
 - H. Do not penalize for spelling errors on written work (unless spelling is being assessed).
 - I. Describe test format prior to the test and tell students how test sections will be weighed.
 - J. Allow extra credit items or projects to raise test scores.
 - K. Provide study guides prior to chapter or unit tests.

Guidelines cont'd.

4. Strategies for Instructional Modifications:
 - A. Write directions in a different color on worksheets, assignments, charts and learning center activities.
 - B. Be consistent with daily instruction and expectations.
 - C. Repeat instructions.
 - D. Review before starting a new lesson.
 - E. Make student feel comfortable (teacher call signs "HELP").
 - F. Provide daily assignment notebook--teachers and parents check and sign it.
 - G. Display samples, models with grades, or a list of expectations/criteria of finished product(s) along with the directions and materials needed for assigned projects.
 - H. Highlight important information for student.
 - I. Cover unnecessary material on worksheets with index cards.
 - J. Model new tasks for students before having them try themselves.
 - K. Use and encourage use of manipulatives in learning activities.
 - L. Use references or displays.
 - M. Use graphic organizers for visual learners.

Guidelines cont'd.

5. Strategies for Environmental/Setting Modifications

- A. Seat student in front of the class with his/her back to the rest of the class to minimize amount of visual stimulation.
- B. Surround student with good role models.
- C. Seat student away from distractions and noisy areas (air conditioner, pencil sharpener, doors, windows, etc.).
- D. Clearly arrange, define, and label activity areas.
- E. Allow for easy transitions and pathways to minimize distraction between areas.
- F. Establish a daily routine.
- G. Make sure work area (desk) is free of unnecessary material that might be distracting.
- H. Prepare activities for "down times" (waiting for bus, bell)
 - * read aloud to students/have them read aloud
 - * oral riddles, have students give missing word in line of a story, etc.
 - * warm-ups - daily oral language prompt on board.
- I. Seat students in semi-circle or horseshoe—
 - * teacher is the focus
 - * closer view allows students to see teacher's facial cues
 - * permits view of all students
 - * allows for "touching signals"

6. Positive Behavior Modifications to Increase Student Performance

Learner deficiencies in self-management of behavior affect other curricular elements (learning, understanding content).

- A. Rules of the classroom should be clear and known (posted in the classroom).
- B. Teacher should remain calm, state the infractions of the rule, and avoid debating or arguing with the student.
- C. Responses or consequences for inappropriate behaviors should be pre-established.

Guidelines cont'd.

- D. Reward more than punish to enhance self-esteem.
- E. Develop contracts between student and teacher that pertain to assignment--
 - * establish student responsibility
 - * outline what's required for assignment
 - * serve as reminder of what's got to be done
 - * identify consequences up front
 - * do a given amount of work at agreed degree of accuracy and student gets desired activity or privilege.
- F. Allow students to set own goals and graph own progress.
- G. Build on the child's strengths while understanding, accommodating, or compensating for his/her weaknesses. Success is among the most powerful motivators for students. When given level-appropriate activities presented in ways sensitive to their learning needs, students will be able to do the work and get it right.
- H. Send positive notes, certificates of completion home to parents—reinforce self-esteem.

7. Curriculum Compacting

Modifying or "streamlining" the curriculum in order to eliminate repetition of previously mastered material, upgrading the challenge level of the curriculum, and providing time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

- A. Modification of the curriculum through an assessment of student strengths.
- B. Elimination or acceleration of skill activities in strength areas following assessment.
- C. Systematic planning of enrichment and/or acceleration activities to replace skills students have already mastered or can master at a faster pace.

Guidelines cont'd.

8. Evaluation

Once modifications have been selected and implemented, it is important to evaluate their success. Assessments and evaluations are both formal and informal means that determine if and to what extent each student has achieved the objectives of his or her prescribed work. If assessment shows that insufficient progress has been made, a more detailed assessment or a change in the modification process may be needed.

Assessment provides the teacher and support staff with diagnostic information for determining the student's next assignment.

Adopted: 11/96
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**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CT**

APPENDIX A

STUDENT – B - FILE

COLLABORATIVE PLANNING FOR INSTRUCTION, CURRICULUM AND GRADE MODIFICATIONS

Student: _____ Grade: _____ Initial Consultation Meeting Date: _____

Subject: _____

_____ General Education Teacher

_____ Support Staff

*** Review modifications already determined by EIT and/or PPT for this student.

<u>STUDENT</u>	General Education Teacher Responsibility	Support Staff Responsibility	If Applicable, Grading Modification	Other Supportive Services
SPECIFIC MATERIAL, ACTIVITY OR BEHAVIOR IDENTIFIED (What the student needs to do but is having difficulty doing.)				
Date: _____ _____ _____ _____				
Date: _____ _____ _____ _____				
Date: _____ _____ _____ _____				
Date: _____ _____ _____ _____				
Date: _____ _____ _____ _____				

TRUMBULL PUBLIC SCHOOLS
ACCOMMODATION CHECK LIST

<input type="checkbox"/> Unidentified Student <input type="checkbox"/> Identified Student <input type="checkbox"/> 504 Student
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Student _____ School Year _____
 School _____ Grade _____ Teacher _____

YOUR CHILD'S GRADES HAVE BEEN MODIFIED IN THE SUBJECT AREAS CIRCLED BELOW (*).

* Key: R – Reading Sc – Science	M – Math SS – Social Studies	Sp – Spelling WL – Written Language
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Range of Modifications (X): Minor Adanted Functional

	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
I. MODIFYING CURRICULUM				
A. Substitute and/or supplementary materials used				
B. Shorter assignments given				
C. Additional time given to complete assignments				
D. Alternate assignments accepted				
E. Grade level curriculum reduced				
F. Content material retaught				
G. Study/guide/outline used				
H. Subject graded – Pass/Fail				
I. Subject audited				
J. Other				
II. MODIFYING INSTRUCTION				
A. Materials read orally for student				
B. Material explained individually to student				
C. Material taped for student				
D. Essential material identified				
E. Additional study sessions provided				
F. Assignments done cooperatively				
G. Math tools for assignment (s) (fact chart, number line, calculator)				
H. Other				
III. MODIFYING TESTS				
A. Tests read orally				
B. Test format adapted				
C. Additional time given on tests				
D. Tested only on key concepts				
E. Math tools for tests (fact chart, number line, calculator)				

To be included with Report Card for students receiving modifications. WHITE – Parent/Cumm. File YELLOW – 3 rd M.P. PINK – 2 nd M.P. GOLD – 1 st M.P.
