

Enhancing General Education Programs: Developing Building Wide Accommodation Plans



1324 Springfield Avenue
Irvington, New Jersey 07111
HYPERLINK "mailto:pdowd@irvington.k12.nj.us"
pdowd@irvington.k12.nj.us
973-399-6800 Extension 1926

2022-2023

IRVINGTON PUBLIC SCHOOLS
SPECIAL SERVICES DEPARTMENT

IRVINGTON PUBLIC SCHOOLS
Irvington, NJ 07111



BOARD OF EDUCATION

Audrey M. Lyon, President

Annette Beasley, Vice President

Luis Antilus

Syesha Benbow

Ronald J. Brown

John Brown

Jordon Geffrard

Janelle Lowery

Joseph Sylvain

CENTRAL OFFICE ADMINISTRATION

Dr. April Vauss

Interim Superintendent of Schools

Dr. Matin Adegboyega

Assistant Superintendent for Curriculum and Instruction

Reginald Lamptey, CPA
Assistant Superintendent for Business/Board Secretary

Dr. Latee Walton McCleod
Assistant to the Assistant Superintendent

Roger Monel
Associate School Business Administrator

Farrah Irving, Esq.
Manager of Human Resources

TABLE OF CONTENTS

Introduction	page 4
Preschool Level	page 5-7
Berkeley Terrace Elementary School	page 8-10
Chancellor Avenue Elementary School	page 11-13
Florence Avenue Elementary School	page 14-17
Grove Street Elementary School	page 18-20
Madison Avenue Elementary School	page 21-23
Mt. Vernon Avenue Elementary School	page 24-27
Thurgood Marshall Elementary School	page 28-30
University Elementary School	page 31-33
Union Avenue Middle School	page 34-35
University Middle School	page 36-38
Irvington High School	page 39-40
Acknowledgements	page 41



INTRODUCTION

The Irvington Child Study Teams have worked collaboratively with the Intervention and Referral Services' (I&RS) Teams of each school to develop **“Building Wide Accommodation Plans”** since the 2010-2011 school year.

“Building Wide Accommodation Plans” will assist regular education teachers in providing intervention practices that are helpful to students, are reasonable to implement and are an accepted classroom practices.

Each team has accumulated a set of accommodations or supports to be used in all classrooms throughout the building by staff that will accommodate the needs of diverse learners and enhance the participation and learning of students. **The “Building Wide Accommodation Plans”** are living documents that will be revised and improved on an annual basis.

Each school's specific **“Building Wide Accommodation Plan”** will assist the Principal in ensuring that all efforts have been made to meet students' needs in regular education. It is

designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in general education and in providing appropriate services and support within the general education classroom.

The district plans in this booklet reflect the unique needs of each building, but can be used as a district resource; therefore this completed document will be shared with each Building Principal and Intervention & Referral Services Team. It includes curriculum accommodations for elementary, middle, and high school and includes suggestions for accommodating concerns around academic progress and social and behavioral issues.

This project is a result of Special Services' training by the New Jersey Office of Special Education in an effort to improve the functioning of the Irvington I&RS Teams in assisting students in general education and improving our district goal of educating students in the Least Restrictive Environment.

Lystrea Crooks
Director of Special Services

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: *Preschool Level:* Augusta, Berkeley, Grove, Thurgood Marshall

Instructional Strategies:

- Use differentiated instruction and assignments
- Utilize multiple intelligence/learning style approaches
- Provide multimodal and tactile presentations of materials
- Extend individual attention
- Provide visual cues and visual schedules
- Use alerting cues
- Use verbal and physical prompts
- Provide immediate and specific feedback
- Maintain frequent eye contact
- Model content
- Deliver instruction at a pace which contributes to on- task behavior
- Offer opportunities for guided and independent practice and role playing
- Consider using multiple strategies (for example, whole-class, small-group, and individual-work formats) in various locations in the classroom (for example, at tables, on the floor, in group settings, and in learning centers) to keep students engaged in learning tasks
- Develop integrated curriculum projects

Assessment Strategies:

- Develop alternative assessments
- Work sampling
- Offer oral and untimed testing
- Data collection

Early Screening Inventory (ESI-R) pre and post screening
Assessment of Basic Language and Learning Skills (ABBLIS-R)

Organizational Strategies:

Schedule academically demanding activities when engagement is high
Preferred seating in circle time
Allow the use of space dependent on learner's needs (i.e. more /less space between peers)
Adjust length and pacing of lesson and incorporate movement to keep preschool students engaged
Use flexible grouping
Offer structured and less structured activities
Manage transitions quickly and efficiently by preparing students with brief and clear directions about the close of one activity and opening of another supported by visual schedules if necessary.
Have materials immediately available

Behavioral Intervention Strategies:

Outline expectations of behavior with visible rules within eyesight of preschoolers
Frequent reminders of expectations and safety rules
Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior.
Use small rewards/praise frequently, rather than large rewards infrequently.
Deliver rewards/praise quickly after the desired behavior is exhibited.
Reward behavior, not the individual, and communicate to students the specific behavior that led to the reward (for example, "Because you've been doing so well working independently for 15 minutes, you get to take a short break and take these books back to the library for me.").
Use several different kinds of rewards selected carefully to ensure that they are reinforcing students (for example, allow students to go on errands or to the water fountain down the hall; provide 10 minutes for students to read a book for pleasure, work on the computer, or draw a picture for display).
Gradually begin to reduce and then eliminate rewards
Frequent praise for appropriate choices
Use of social stories
Use Second Step Curriculum to actively teach students socially and behaviorally appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom
Collaborate with other teachers/therapists for continued guidance and support.
Build collaborative partnerships with parents and community.
Conduct a functional behavior assessment (FBA)
Develop a behavior improvement plan (BIP)
Referral to outside agency

Intervention and Remediation Strategies:

Identify where the student needs explicit instruction
Repeat instruction and review of concepts
Teach skills by providing examples, practice, and feedback
Model content
Use buddy system and encourage collaborative peer support (peer tutoring) as an additional reinforcement
Provide individual attention
Use guided assistance
Use of educational games to provide multi model learning
Use of authentic items
Use of computer based instruction and iPad apps

Structural:

Arrange areas for free movement for preschool development
Clearly define appointed activity spaces in the classroom
Use signs and labels to identify labs and materials
Designate shelf areas and places for specific materials.
Seating plans can be designed to support different student interactions.
Study carrels
Privacy workspaces
Students with frequent problem behaviors can be positioned where there is less traffic and distraction and greater access to the teacher and materials.
Quiet nooks with soft seating and pictures reminding of content and/or expectations

Technological:

Incorporate appropriate computer software (i.e. Starfall Program)
Schedule computer assisted instruction during lab
Use books on CD
Utilize listening centers
Use Smart Board
Use e-mail communication for colleagues and resources
iPad and educational applications

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: BERKELEY TERRACE ELEMENTARY SCHOOL

Instructional Strategies:

Offer peer tutoring
Model use of graphic organizers - T chart, Venn diagram, cause/effect
Use of Smart Boards and computer assisted instruction in classroom
Instructional computer activities
Provide multi-modal presentation of materials
Brainstorming/Webbing
Jigsaw strategy
Develop integrated curriculum projects
Make use of multiple intelligences/learning style approaches
Collaborative learning
Extended individual attention
Provide immediate and specific feedback
Small group instruction
Differentiated instruction will be incorporated within each classroom
Utilize multiple intelligences/learning style approaches
Use graphic organizers
Grade-level meetings/PLCs
Student 504 Plans

Assessment Strategies:

Develop alternate assessments - oral presentations, art projects, skits
Study skill strategies - pneumatic devices, use of index cards, outlining

Visual, auditory, and kinesthetic observations
Use of data assessments (unit tests, cycle testing, standardized testing scores)
Written and verbal assessment
Use of differentiated assessments
Extended time on assessments, as needed
Provide manipulatives
Grade-level meetings

Organizational Strategies:

Establish daily routines
Provide due dates on assignments
Develop a flexible, modified schedule
Utilize flexible grouping
Specific place for turning in completed assignments
Monitor students' use of assignment books
Alternate quiet and active tasks
Use flexible grouping
Utilize structured and unstructured activities
Have materials immediately and readily available
Danielson Model Evaluation tool

Behavioral Intervention Strategies:

Use of visual displays to monitor expectations
Ongoing use of referral forms for disciplinary consideration
Counseling services provided by the HSSC and Guidance Counselor
Classroom seating to accommodate students' needs
Intervention and Referral Services Committee
Special student responsibilities to enhance self esteem
Develop student-teacher contracts
Outline expectations of behavior with visible rules
Frequent reminders of expectations
Maintain and reinforce a list of clear rules and hierarchy of consequences
Teach and encourage the use of problem solving skills
Develop and incorporate strategies for student de-escalation
Develop a behavior improvement plan

Intervention and Remediation Strategies:

Utilize peer buddy systems
Provide after school tutoring (if funds are available)
Flexible grouping within the school
Consult with teacher mentors
Utilize computer based instruction
Visual aids and manipulatives
Modified student assignments
Individualized teacher instruction
Maintain regularly scheduled meetings of the I&RS committee

Structural:

Use contract learning

Ongoing use of Public Announcement system for communication
Student supervision before school and after school
Develop and have readily available alternative assignments (incorporate student choice)
Allow the use of space dependent on learner's needs (i.e. more /less space between peers)
Arrange classrooms for the reduction of distractions
Allow privacy workspaces
Provide preferential seating for students at risk (behavioral or academic)
Organize and label shelves and storage areas for easy identification and access

Technological:

Student calculators
School technology coach
Networked printers
Books on Tape/CD, Smart Board and keyboard instruction
Internet academic websites
Computer-assisted instruction
Utilize email for communication with parents
My Math (for Grades K-5) online assessments and activities
Reading Wonders (for Grades K-5) online assessments and activities

Tool

Daily Morning Convocation
School Leadership Council
Student Council
School Community Walk

Behavioral Intervention Strategies:

Consistent School Wide Behavior Support
School Wide Routines
Consistent Positive Reinforcement
Referral Forms (Sorting Major / Minor Offences)
Educator's Buddy System (Scholar in need of a brief "*Time Out*" session inside another classroom setting)
Behavior Plans / Behavior Charts (Scholar Assisted)
Scholar Agenda Book (Educator / Parent Communication)
Counseling Services Rendered / Referrals (Health and Social Services Coordinator, School Counselor and the Child Study Team)
I&RS PRIM Manual
Scholar Seating Assignment (Minimize distractions)
Gender Specific Empowerment Events
Section 504 Scholar Plan / IEP Scholar Plan
Character Education Plan / Social Skills
Six Pillars of Character
Nutrition Program / Communal Dining Etiquette
Bully Buster Class Presentations

Intervention and Remediation Strategies:

Individual and / or Group Counseling Sessions
Parental Workshops / Parent Conference
I&RS PRIM Manual
Peer Tutoring
Scholar Agenda Books (Communicate with Parents)
Visual Aids and Manipulatives
Modified Scholar Assignments
Morning and After School Tutoring
Saturday Tutoring
One on One Teacher Instruction
Orton Gillingham Reading Program
Read 180 / System 44 (After School Hours)
Scholar Enrichment Programs / ELA and Math (After School Hours)
Gender Specific Empowerment Events
Section 504 Scholar Plan / IEP Scholar Plan
Character Education Plan / Social Skill
Six Pillars of Character
Nutrition Program / Communal Dining Etiquette

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: CHANCELLOR AVENUE ELEMENTARY SCHOOL

Instructional Strategies:

Peer Tutoring / Peer Sharing
Differentiated Instruction / Modified Assignments
Use Graphic Organizers
I&RS PRIM Manual
Utilize Technology and Computer Assisted Instruction
Use of Web Based Programs Raz Kids, First in math, Star Fall, Turtlediary, Mathplayground,
Strategies for various Learning Styles
Test Taking Strategies / Scholar Practice
Flexible and Varied Grouping
Read 180 / System 44 Computer Programs
iReady (During & After School Hours)
Enhancement Scholar Enrichment Programs / ELA and Math (After School Hours)
Leveled Reading Strategies
Grade Leveled Meetings / Professional Learning Community
Section 504 Scholar Plan / IEP Scholar Plan
Instructor Professional Development

Assessment Strategies:

Hands on Activities measuring Scholar's Growth and Success
Visual, Auditory and Kinesthetic Observations
Use of Data Assessments (WIDA, PARCC, NJSLA, Cycle Exams, Unit Exams)
Structured Teaching and Learning

Group Discussions / Round Robin Sessions
Vertical Articulation and Collaboration
Learning Style Assessment
Identify Scholar and refer to I&RS in a timely manner
Scholar Learning Style Assessments
Offer Oral and Real Time Testing
Grade Level Meetings /Common Prep Meetings
Scheduled Parent Conferences
Scheduled Parent Workshops
School Data Analysis Team

Organizational Strategies:

ESL and Bi-Lingual Scholars In Class Model Support
Scholar / Educator Fit Survey for Homeroom Roster arrangement
Positive Behavior Support Intervention Strategies (PBSIS)
School Parent Coordinator and Parent Teacher Association (PTA)
Scheduled Parent Conferences
Scheduled Parent Workshops
Danielson Model Evaluation Tool
Daily Morning Convocation
School Leadership Council
Student Council
School Community Walk
Family Pack Program
Shoe That Fit
Dads Bring Your Child to School Day
Picture Me Tomorrow

Behavioral Intervention Strategies:

Consistent School Wide Behavior Support
School Wide Routines
Consistent Positive Reinforcement
Referral Forms (Sorting Major / Minor Offences)
Educator's Buddy System (Scholar in need of a brief "*Time Out*" session inside another classroom setting)
Behavior Plans / Behavior Charts (Scholar Assisted)
Scholar Agenda Book (Educator / Parent Communication)
Counseling Services Rendered / Referrals (Health and Social Services Coordinator, School Counselor and the Child Study Team)
I&RS PRIM Manual
Scholar Seating Assignment (Minimize distractions)
Empowerment Events
Section 504 Scholar Plan / IEP Scholar Plan
Character Education Plan / Social Skills
Six Pillars of Character
Nutrition Program

Bully Buster Class Presentations
10 Traits of Irvington Public Schools
Girl Scouts
Cub Scouts
Basketball
Cheerleading
Soccer
Unified Play
Student Council
Elementary National Honor Society
Sensory Hallways

Intervention and Remediation Strategies:

Individual and / or Group Counseling Sessions
Parental Workshops / Parent Conference
I&RS PRIM Manual
Peer Tutoring
Scholar Agenda Books (Communicate with Parents)
Visual Aids and Manipulatives
Modified Scholar Assignments
One on One Teacher Instruction
Read 180 / System 44
Enhancement Enrichment Programs / ELA and Math (After School Hours)
Empowerment Events
Section 504 Scholar Plan / IEP Scholar Plan
Character Education Plan / Social Skill
Six Pillars of Character
Nutrition Program
Bully Buster Class Presentations
Health and Wellness Program
Play Unified Program
Basketball Team
Cheerleading Team
Positive Behavior Support Intervention Strategies (PBSIS)
10 Traits of Irvington Public Schools
Care Plus
Behaviorist
Restorative Practices
Sensory Hallways

Structural:

Arrange Small Group Instruction
Positive Parent and Teacher Communication
School Intercom / Public Communication System
School Roof Improvement
Classroom Reading Nooks with Comfortable Seating

Scholar Activity Centers
Scholar Safety / Arrange Morning Scholar Drop Off Location
School Dismissal Process
Scholar Hallway Passes
School Visitor Hallway Passes
Secured School Access Entries with Security Intercom System
School Grounds Secured Monitor System

Technological:

Classroom Smart Boards/Clear Touch Boards
Smart Tables / Smart Boards (Kindergarten)
Internet Based Communication between Parents and Educators (On Course, Power Teacher, Email, Class DoJo)
School Technology Coach
Networked Printers on each floor
iPads / iPods, Chrome Books Educational Software
Scholar Calculators
Secured School Access Entries with Security Intercom System
School Grounds Secured Monitor System

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: FLORENCE AVENUE ELEMENTARY SCHOOL

Instructional Strategies:

Kagan
SIOP; Sheltered Instruction
Repeat or re-teach concepts
Differentiated instruction and assignments
Utilize transition cues
Graphic organizers
Peer tutoring
Small group instruction
Student – teacher learning contracts
Use of computers/chrome books for instructional activities (1:1)
Provide manipulatives
Provide flashcards
Homework Planners
Use of Smart board
Offer opportunity for guided and independent practice
Collaborative learning
Student 504 Plans/ Student IEP Plans
Scholar Enrichment Programs (After School Programs)
I&RS PRIM Manual
Google Classrooms

Assessment Strategies:

Extended time on tests
Oral testing/written testing
Alternative assessments – projects, presentations
Differentiated assessments
Use of testing data (NJSLA ELA & Math, NJSLA Science, ACCESS, Unit Exams)
District wide assessments
Identify Scholar(s) and Refer to I&RS in a timely manner with data
Offer Oral Testing
Scheduled Parent Conferences
School Parent Workshops
Kagan Strategies
SIOP Strategies
Vertical Articulation and Collaboration
School Data Analysis

Organizational Strategies:

ESL and Bilingual Scholars in Class Model Support
Utilize cooperative teaching
Utilize team teaching
Pair/Share
Teach, Teach, Test
E board homework assignments
Grade Level Common Planning
Departmental meetings
Flexible scheduling
Routine for turning in assignments
Establish daily routines
Positive Behavior Supports Interventions Strategies (PBSIS)
School Leadership Council (SLC)
School Parent Coordinator and Parent Teacher Association (PTA)
Student Council
Danielson Model Evaluation Tool

Behavioral Intervention Strategies:

Provide positive reinforcement
Use of student-teacher contracts
Rearranged seating
Facilitate parent support, communication
Provide mentor
Have clear rules and expectations
Frequent reminders of expectations as needed
Intervention and Referral Services

Community resources
One on one Para
Utilize charts and graphs to monitor expectations (behavior plans)
504 Accommodation plan/ IEP Scholar Plan
Bully Buster Class Presentations
Counseling Services Rendered / Referrals (Health and Social Services Coordinator,
School Counselor and the Child Study Team)
Career Readiness Class Presentations (Add)
Referral Forms (Sorting Major/Minor Offences)
Behavior Plans/Behavior Charts
Student Council

Intervention and Remediation Strategies:

Peer tutoring
Alternate assignments
Flexible grouping
Consult with teacher mentors
After school help/tutoring
Utilize peer buddy system
Provide parent with community resource information
Parent, student, staff conferences
Staff workshops and meetings
Parent workshops
Regularly scheduled I&RS meetings
Computer based instruction
Kagan
SIOP
Visual Aids and Manipulatives
Modified Scholar Assignments
After School Tutoring
Scholar Enrichment Program (After School)
Health and Wellness Program
Play Unified Program
Unisex School Basketball Team
Positive Behavior Support Intervention Strategies (PBSIS)
Young Gentlemen's Club
Young Ladies Club
School Cheerleading Team
Homework Club
Individual and/or Group Counseling sessions
Social Emotional and Restorative Justice Practices

Structural:

Arrange classroom to reduce distractions
Allow ample workspace
Preferential seating when appropriate

Alternate assessments
Use of contracts between teacher and student
Parental assistance
Parental workshops
Small group instruction
Use of centers in classroom
Organize and label shelves in classroom for easy access and identification
Scholar Hallway Passes
School Visitor Hallway Passes
Secured School Access Entries with Security Intercom System

Technological:

Use of Smart Boards
Incorporate appropriate software
Provide calculators
Audio stories
Use of Chrome books
Listening centers with headphones
Arrange email communication with parents
E board to communicate homework assignments
Teacher websites
Use of internet
Utilize school technology coach
Online WIDA
Online NJSLA (ELA, MATH, & SCIENCE)
Chromebook Carts
Internet Based Communication between Parents and Educators (On Course, Power Teacher, Email, Class DoJo)
School Technology Coach
Networked Printers on each floor
Google Classrooms

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: GROVE STREET ELEMENTARY SCHOOL

Instructional Strategies:

KAGAN Cooperative Learning Strategies

Sheltered Instruction Observation Protocol (SIOP)

Peer Tutoring

Differentiated Instruction and Assessment

Learning centers

Flexible grouping

Utilize technology via technology infused instruction

Model note taking skills

Use “chunking” when assigning tasks

Use multiple intelligences/ varied learning style approaches

Model and reteach concepts

Use individual instruction, pairing, and small group activities

Create and utilize flashcards for reinforcement of subject matter

Provide manipulatives/ hand on activities

Pre-teach vocabulary

Preview major concepts

Teach test taking strategies/provide study guides

Multiplication Madness daily (10 minutes of multiplication drills after morning announcements)

Provide ELL services as needed

Repeat, reword, and restate directions

Bloom's Taxonomy -Higher Order Thinking Questions (HOTQ)

Assessment Strategies:

Progressive writing
Extended time on assessments
Modified/ differentiated assessment (content/ length/oral assessments)
Teacher created assessments/ Modified test content
Group discussion
District-wide assessments
Group projects/ hands-on activities
Question of the Week (Bulldog Bucks Program)
Provide study guides

Organizational Strategies:

Establish daily routines
Daily Teacher Creed during morning announcements
Daily Student Educational Affirmation Creed
Rotate students' schedules
Use agenda books
Graphic organizers, webs, preview, & prediction chart/ pictures
Ensure homework is organized and packed in book bags and/or designated homework folder
Biweekly "Clean out time"- for desks and book bags
Create "To do" list with students (Assignments/ Homework)
Designate specific area for homework collection in the classroom (visible & accessible)
Monthly School Safety Team Meetings
Unified day/date format for all writing assignments

Behavioral Intervention Strategies:

Daily Reminders: No Bully Zone
Ongoing positive reinforcement (desk charts, incentives, and rewards)
Clearly display rules and expectation of class rules/ Routine review with students
ClassDOJO
Community resource referrals
Home For Parent (HFP)
Classroom seating to accommodate students' needs
Intervention and referral services committee
504 Accommodation plan
Student jobs to enhance self-esteem
Check-in/ check-out procedures

Develop student contracts
Consistent school wide behavior support (Fun Friday/ Class trips/Ice Cream Socials/Family Movie Night/School Dances/Family Literacy Night)
Teacher buddy system for peer mentorship
Utilize homework logs (Parent/ teacher communication logs)
Invitation to participate in cheerleading and basketball team and other extracurricular activities
Providing cool down stations in the classroom and throughout the building
Provide student with breaks as necessary
Monthly Assemblies targeting tolerance, multiculturalism, and social skill development
Classroom field trips
Field Day

Intervention and Remediation Strategies:

Teacher Tutoring (Volunteer-during lunch, before and after-school)
I-ready
After school tutoring programs
Counseling services (in and out of school)
Big brother/ Big sister program (upper and lower grade students)
Partnership of Essex
Youth Consultation Services
The Challenge Program
The Bridge Inc. "MAP" Program
CAPS (Child Abuse Prevention Project)
TLC Program
Peer tutoring
Study groups
Model note taking skills
Create flashcards for each subject to reinforce lessons/ concepts
Small group instruction
Modify length and grade level of work
Tactile instruction/ activities
Graphic organizers
Reference tools (Weekly study guides)
Model test taking strategies

Structural Strategies:

Upgrade playground equipment
Repaint and remodel bathrooms
Repaint all classrooms
Improve air quality preferential seating to avoid conflict and distract
Repair work to all school bathrooms (hallway and classroom)
New motivational posters displayed throughout the steps
Multiplication steps on the staircase

Technological Strategies:

Use computer-assisted instruction (Chromebooks, Smart boards, iPads, laptops, desktops)
Assistive Technology: Comfort Digisystem
PowerSchool Parent Portal
R180 and System 44
Moby Max
Audio Books
Provide calculators when appropriate
Use listening centers and headphones
Records lessons to reuse for reinforcement
Use email to communicate with parents
Provide academic websites for students to use in class and at home
Utilize computer labs and classroom compute
Listening centers with headphones
Phone blasts to parents

2020-2021 BUILDING WIDE ACCOMMODATION PLAN

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

Instructional Strategies:

Implementation of Kagan Program
Use Chrome books for practice NJSLA tests.
Use graphic organizers
Teach test taking strategies and provide practice
Small group instruction
Continue with Peer Tutoring
Differentiated instruction
Utilize technology and computer assisted instruction
Continue to utilize the ELL staff to provide instruction and support for students
Provide strategies for study skills
Flexible grouping
Think pair share program
Use multiple modalities such as, auditory, visual, and tactile when presenting directions, explanations, and instructional content

Assessment Strategies:

District and State Wide assessments
Hands on activities measuring individual success and student growth
Visual and auditory observation
Vertical articulation and collaboration
Continue using the three part objective strategies
Use of data to assess teaching and learning process

Group discussions
Teacher made test
Provide frequent progress and monitoring to be used as feedback to students
Develop alternate assessments based on students learning styles

Organizational Strategies:

Accommodate student's needs by placing desks close to the point of instruction
Continue to match student/teacher when assigning classes
Establish daily routines
Continue wait time work folder from K-2nd grade
Limit visual distractions and clutter in the classroom
Learning Centers
Provide Planners for Grade 3-5
Grade level department and faculty meetings

Behavioral Intervention Strategies:

HSSC Crisis Intervention and Behavioral Groups
Anti-Bullying Program
Teachers will post a list of rules and behavior expectations.
Implement behavior contract.
Consistent school wide behavior support; such as the Heart Program
Provide ongoing positive reinforcement
Use behavior plans and behavior charts
Provide a wide variety of reinforcers for the students at school, such as, eating lunch with teachers, principal, and extra time in a favorite class
Utilize homework logs- teacher/ parent homework sign off logs
FBA-Conduct Functional Behavioral Assessments
Students are moved from the incident area to deescalate the situation and as a means to redirect behavior.
Use of research based behavior strategies such as those provided on intervention central website.
Perform Care Referral Services
Behavioral Modification Programs through Behavioral Assistance
Care Plus
Parent Communication via Class Dojo System
Class Dojo Point Reward System
Dojo Dollars/ School Store Incentive

Intervention and Remediation Strategies:

Continue with peer tutoring
Continue to provide workshops for parents
Visual aids and manipulatives

Use journal to communicate with parents
Identify the struggling students and refer them to I&RS in a timely manner
Individual and group counseling on as needed basis
Collaboration and information sharing with colleagues and peers
Provide after school tutoring program
ELL Services and Programs
Community and Parent Resource Information Sessions with Parent Coordinator

Structural Strategies:

Continue providing student/ parent friendly school environment
Limit visual distractions and clutter
Provide appropriately sized furniture to meet each students needs
SLC and Safety Committee recommendations and review of accommodations

Technological Strategies:

Computer testing with NJSLA.
Smart tables for Kindergarten
Use computer assisted instruction
Encourage e-board participation with parents
Provide calculators, Smart Board in every class
Provide websites/ educational resources to parents/guardians
Use of district email for communication, encourage parent's use of Power School Portal
Use of web programs such as I-Ready, First in Math, Starfall, Class Dojo

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: MT. VERNON AVENUE ELEMENTARY SCHOOL

Instructional Strategies:

Use of Kagan strategies

Use of MobyMax Individualized Learning Program

Multi-modality presentation of instruction and materials

ELL staff provides language learning instruction and support for students.

Provide organizational strategies.

Make use of visual supports and computer-assisted instruction.

Differentiated instruction will be incorporated within each classroom.

Extended time for testing and completion of work assignments

Both verbal and written assessments

Use of interactive manipulatives

Use individual learning styles modified for all student needs.

Use pre and post-test strategies to reinforce all major concepts.

Make use of music and imagery to reinforce retention of information.

Use of Cooperative Learning/Small Group Instruction

Cues, Questions, Activating Prior Knowledge

Discovery/Inquiry-Based Learning

Flexible/Strategic Grouping

Teacher Modeling

Project-Based Learning

Targeted Feedback

Use of iReady Individualized Math Program

Use of Reading Wonders Individualized Reading Program

Use of System 44/Read 180

Assessment Strategies:

Use of differentiated assessments
Grades 1-5 - use of reading and phonics assessment
Use of Smart Board within the classroom setting
Use of chrome books in the classroom when applicable
Completion of "hands-on" projects within the classroom to assess knowledge base
Collaboration with parents to engage helpful communication and provide strategies for homework completion
Use of pre and posttests to measure increase in knowledge
Use of district wide testing
Frequent progress monitoring to be used as feedback to students
Analysis of Student Work
Exit Tickets
Use of testing data (PARCC, WIDA, NJ ASK)
Provide review material such as outlines, study guides, and "Frequently asked Questions"
Use scholar portfolios to assess progress
Provide ample notification of assessments to allow for adequate "study time"
Provide written, verbal, and hands-on assessments
Provide strategies for note-taking such as outlining, color-coding, and highlighting
Provide strategies regarding study skills
Provide assessments that measure content knowledge and not related skills
Provide extended time as appropriate
Use competitions and games to review for assessments
Re-teach and re-test as needed
Provide opportunities for extra-credit assignments
Use whole class, small group, partner, and individual discussion to review and clarify information
Use MobyMax Individualized Learning Program
Use of iReady Individualized Math Program
Use of Reading Wonders Individualized Reading Program
Use of System 44/Read 180

Organizational Strategies:

Daily Reinforcement of Eagles "S.O.A.R." – Success – Ownership – Attitude – Respect
Weekly Morning Convocation
Utilize cooperative learning
Frequent progress reports.
Vertical Articulation
Grade level team, department and faculty meetings
Learning Centers
Parent workshops
Behavior contracts between parents, teachers and students.
Task charts for students.
Student Planners

Provide students with classroom supplies IE: graphic organizers, homework binders, and wait-time work folders.
Use of mentoring to enhance organizational skills
Display classroom and school-wide rules and review as needed.
Building-based support teams
Curriculum leaders K-5 provide consultation for classroom teachers along with new teacher mentoring.
Hallway/Transition Plan and Procedure
Flexible Seating/Grouping
Active Student Monitoring
Easy Access to Frequently-Used Materials
Clear, Consistent Procedures for Distributing & Collecting Materials

Behavioral Intervention Strategies:

Behaviorist Classroom Support
Individualized Behavior Plans/Charts
“Eagle Bucks” School-Wide Token Economy System
Class Dojo Points System
Daily Parent Contact via Class Dojo
Trained staff to safely de-escalate student behavior
Orton Gillingham used as a strategy if students act out due to high academic frustration level
Continuity of school wide rules / policies enforced by all staff members
Comprehensive anti-bullying program coordinated by guidance counselor.
Daily check in and check out for students with a designated staff member.
HSSC Crisis intervention and behavioral groups
Collaboration and communication between school and community resources
Reinforcement of conflict resolution strategies modified per grade level.
Use of district wide programs throughout the school year.

Intervention and Remediation Strategies:

Referral to PerformCare
After-School Enrichment Program
Utilize peer buddy systems
Flexible grouping within the school
Consult with teacher mentors
Utilize computer based instruction
Visual aids and manipulatives
Modified student assignments
Individualized teacher instruction
Provide parent with community resource information.

Provide school tutoring programs.

Peer tutoring

I&RS Committee meetings, with parent involvement, to assess student needs and strategies for success

Parent, student and staff conferences

Staff and parent workshops regarding updates on policy, procedure and law

ELL Program / Services

Assessment for various counseling and therapies with written and/or verbal recommendations

Structural:

Allow for movement and sensory breaks

Use of study dividers to limit distractions

Relocation of desks and preferential seating to accommodate instruction, visual challenges and behavioral needs

Chair and desk size accommodations for size of students for comfort and ease in the learning environment.

Maintain quality of learning environment for staff and students.

Use of SLC and Safety Committees for structural recommendations and review of accommodations

Ongoing use of Public Announcement system for communication

Student supervision before school and after school

Develop and have readily available alternative assignments (incorporate student choice)

Allow the use of space dependent on learner's needs (i.e. more /less space between peers)

Arrange classrooms for the reduction of distractions

Allow privacy workspaces

Organize and label shelves and storage areas for easy identification and access

Technological:

Use of technology to help students focus on conceptual understanding

Student calculators

School technology coach

Networked printers

Books on Tape/CD, Smart Board and keyboard instruction

Internet academic websites

Computer-assisted instruction

Utilize email for communication with parents

My Math (for Grades K-5) online assessments and activities

Reading Wonders (for Grades K-5) online assessments and activities

Google Classroom

MobyMax

Class Dojo

Chrome book and smart board assisted instruction and to provide test-taking strategies

Provide up-to-date technology tools and training for staff and students.

Email and Cell-phone Communication for staff and parents

Paperless plans and reports

Ongoing research for the success or failures of technology strategies around the state and country

iReady
Reading Wonders
System 44/Read 180

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: THURGOOD MARSHALL ELEMENTARY SCHOOL

Instructional Strategies:

Differentiated instruction
Peer tutoring
Create classroom centers
Use manipulatives/hands-on activities
Use of “chunking” when assigning tasks
Use flash cards/educational games as review activities
Use graphic organizers
Teach test taking strategies/provide study guides
Small group instruction
Provide different levels of books and materials
Provide clear verbal and written directions, repeat and clarify as needed
Teach the use of acronyms and mnemonic cues
Teach study skills strategies
Interdisciplinary Teaching

Assessment Strategies:

Implement state and district wide assessments
Provide pre and post-tests to assess student knowledge
Use of testing data (WIDA, NJSLA, NJSLA-S)
Use of I-Ready to assess students and provide individual instruction based on their needs.
Use differentiated assessment to accommodate individual needs

Use portfolios to assess progress
Provide written, verbal, and hands-on assessments
Re-teach and re-test as needed
Extended time on tests
Provide opportunities for extra-credit assignments
Use whole class, small group, partner, and individual discussion to review and clarify information
Reporting: Report Cards, Grades, Student-Led Conferences

Organizational Strategies:

Establish daily routine
Display and review class rules, routines and expectations
Organize classroom materials and supplies to ensure student access
Designate a specific area in the classroom for assignment/homework collection
Graphic Organizers
Color coding for tasks
Use homework books when necessary
Use of PBSIS to support the academic, social, behavioral and emotional competence of all students.

Behavioral Intervention Strategies:

Collaboration between school and parent
Develop a communication log
Continue to utilize Positive Behavior Support In School (PBSIS) school wide
Offer Mustang Bucks as incentives
Rearrange seating
Visibly display rules and expectations
Recognize student of the month
Pair the student with a student who is a good behavior model for class projects.
Intervention and Referral Services
Use nonverbal cues to remind the student of rule violations
Provide re-direction as needed
Continue to refer to HSCC or outside agencies as needed for counseling
Minimize the use of punishment; provide positive as well as negative consequences.
Develop an individualized behavior intervention plan that is positive and consistent with the student's ability and skills
Increase the frequency and immediacy of reinforcement
Utilize Restorative Practices

Intervention and Remediation Strategies:

Pre-teach and re-teach subject area vocabulary
Preview and review key concepts
Begin lessons with activating strategies to connect new learning to students' previous knowledge and experience

Increase the amount of time spent on skills and concepts that are vital to future learning.
Provide after school tutoring
Inform parents of available community resources
Refer students to I&RS or CST as needed
Modified instruction/assignments
Continue to provide parent workshops
Provide ELL services as needed

Structural:

Understand each general education and special education student's strengths, experiences and cultural background
Integrate special education students with general education students and promote flexible transition strategies
Ongoing supervision of students before and after school
Arrange classroom to minimize distractions
Provide appropriately sized furniture to meet students' needs
Continue to implement PBSIS activities throughout the school year
Continue to provide staff/students/parent a positive school environment
Develop an active PTA

Technological:

Use technology only when it enhances the content -- not the other way around.
Use Smart Board in every classroom.
Use computer assisted instruction
Smart tables for kindergarten classrooms
I-pads and chromebooks for student use
Provide calculators when appropriate
Provide web-sites/educational resources for parents
Provide technology tools and trainings for staff
Provide computer instruction regarding NJSLA readiness

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: UNIVERSITY ELEMENTARY SCHOOL

Instructional Strategies:

Use Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching

Use differentiated instruction to accommodate individual needs

Implementation of Kagan program and instructional strategies reflected in the classroom

Use of SIOP to address academic needs of English Learners

Continue to utilize the ELL staff to provide instruction and support for scholars

Use various instructional formats such as whole class, small group, partner, and individual

Provide instruction in different areas of the classroom such as at desks, tables, on a rug, and in learning centers

Use multiple intelligences and learning style to modify instruction

Collaborate with special subject teachers to incorporate instructional concepts into subject areas such as Art and Music

Activate prior knowledge, when instructing vocabulary, and provide a preview of important concepts

Provide manipulatives and hands-on activities

Use "chunking" when presenting instructional information

Provide mnemonic cues such as songs, rhymes, and images

Use graphic organizers to provide visual representations of instructional information

Establish timelines for the completion of assignments and tasks, and monitor scholar progress

Provide verbal and written directions, and repeat and clarify as needed

Ensure that scholars have the appropriate supplies to complete assignments and tasks

Use available data to assess the teaching/learning process, and modify as needed

Assessment Strategies:

Implement state and district wide assessments

Provide pre-tests and post-tests to analyze student knowledge and growth
Use of testing data (NJSLA, WIDA, NJSLA-S)
Provide review material such as outlines, study guides, and “Frequently asked Questions”
Use differentiated assessment to accommodate individual needs
Use scholar portfolios to assess progress
Provide ample notification of assessments to allow for adequate “study time”
Provide written, verbal, and hands-on assessments
Provide strategies for note-taking such as outlining, color-coding, and highlighting
Provide strategies regarding study skills
Provide assessments that measure content knowledge and not related skills
Provide extended time as appropriate
Use competitions and games to review for assessments
Re-teach and re-test as needed
Provide opportunities for extra-credit assignments
Use whole class, small group, partner, and individual discussion to review and clarify information
Use of I-Ready to assess students and provide individual instruction based on their needs
Use of Raz-Kids to assess students and provide individual instruction based on their needs

Organizational Strategies:

“HAWKS” expectations: Helpful-Achievers- Worthy- Kind-Scholars
Establish procedures, rules, routines, and expectations the first day of school, and modify as needed
Display established procedures, rules, routines, and expectations, and review with scholars as needed
Provide a weekly Progress Report for parents/guardians regarding individual scholar progress
Provide daily/weekly scholar conferences
Provide a Scholar Planner for daily, weekly, and long-term assignments
Organize classroom instructional materials and supplies to ensure that scholars have access as needed
Utilize learning centers
Use of Positive Behavior Support to support the academic, social, emotional, and behavioral competence of all students

Behavioral Intervention Strategies:

Assess classroom management strategies, and modify as needed
Collaborate with colleagues regarding classroom management strategies as needed
Use a daily Behavior Journal to communicate with parents/guardians as needed
Provide whole class, small group, partner, and individual positive reinforcement
Provide redirection privately and reinforcement publicly
Provide a flexible seating arrangement as needed
Develop student contracts as needed, and include rewards and consequences
Provide frequent monitoring to increase on-task behavior
Encourage scholars to “use words” instead of actions to express feelings
Encourage the use of Conflict Resolution strategies
Provide the opportunity for scholars to “Take a Break” as needed

Develop a predetermined signal to indicate off-task behavior
Encourage parent/guardian communication
Utilize concept of “bucket filling” to promote positive climate and culture
Use of Positive Behavior Support to support the academic, social, emotional, and behavioral competence of all students
Utilize Restorative Practices

Intervention and Remediation Strategies:

Provide after school and enrichment activities
Provide ELL services as needed
Provide counseling, speech, and occupational/physical therapy services as needed
Provide a list of community resources to parents/guardians
When appropriate, assist in the process of linking parents/guardians to outside agencies for support (Care Plus, Perform Care, TLC, Trinitas and Challenge)
Present parent/guardian workshops addressing school-related topics
Provide academic packets to scholars for completion during school breaks
Provide a Special Education program to address the needs of eligible scholars
Provide an Intellectually Gifted program to offer enrichment to eligible scholars
Provide Intervention and Referral Services to assist staff with the development of interventions to enable student progress
Incorporate school-wide programs and activities to foster a positive school climate
Utilize Restorative Practices

Structural:

Schedule monthly Parent Teacher Association meetings
Schedule monthly Positive Behavior Support meetings
Schedule monthly School Safety Team meetings
Schedule monthly School Leadership Committee meetings
Schedule weekly Intervention and Referral Services meetings
Schedule weekly staff grade-level meetings
Schedule weekly staff/department meetings
Incorporate student leadership opportunities such as Student Council and Honor Society
Incorporate family activities throughout the school year

Technological:

Use Smart Boards as an interactive teaching tool
Use computer assisted instruction by utilizing Chrome Books and Computer Lab

Use email communication with administrators, colleagues, and parents/guardians
Encourage parents to utilize Powerschool portal and Class DOJO
Provide academic websites for students to use in the classroom and at home.
Provide calculators when appropriate
Schedule training with the Technology Coordinator to update technological skills as needed
Provide hands-on instruction regarding keyboarding skills
Provide computer instruction regarding NJSLA readiness
Use the Read 180 and System 44 programs as needed

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: UNION AVENUE MIDDLE SCHOOL

Instructional Strategies:

Utilize differentiated instruction
Graphic Organizers and guided notes
Reinforce the use of computer based remediation software
Multimodal (Hands on activities, visual imagery)
Provide manipulatives (flash cards, counting chips, etc.)
Provide visual supports (number line)
Identify student learning style
Provide study guides
Break down large assignments into smaller tasks
Teach study skills strategies
Scaffold instruction
Utilize peer tutors
Small Group instruction
Group projects
Use of SmartBoard and Computer assisted instruction
Class Dojo utilized and provides information regarding students' grades, homework, behavior for teachers and parents.

Assessment Strategies:

Develop alternative assessments (oral presentations, reports, projects, research)
Allow for students to retake assessments
Extended time on assignments as needed
Provide manipulatives/calculators as necessary
Repeat, reword, and restate directions
Shortened assignments (gradually increase)

Group projects

Extended time on tests

Teach test taking strategies

Organizational Strategies:

Utilize homework log/student agenda

Reinforce use of agenda (extra credit for consistency)

Provide graphic organizers

Teach Study skills strategies

Provide parent/school communication

Offer parent workshops

Monthly Parent Contact

Behavioral Intervention Strategies

Utilize Positive Behavioral Strategies (PBSIS) throughout the school – in class, hall, and cafeteria

Employ PBSIS Behavior Modification techniques (positive reinforcement & reward system)

Offer incentives – utilization of School Store via Eagle Feathers program.

Develop and incorporate strategies for student de-escalation

Reinforce system for parent/ teacher communication

Provide PBSIS training & classroom management workshops for teachers

Student of the week/month

Teach and encourage the use of problem solving skills

Logical consequences – connect consequences to behavior

Post clear rules and hierarchy of consequences in common areas and classrooms

Assign Mentors for students with behavioral difficulties

Class Dojo utilized and provides information regarding students' behavior for teachers and parents. Class DoJo also provides students with input on their behaviors by utilizing merits and demerits

Building-wide use of Restorative Proactive Strategies

Intervention and Remediation Strategies:

Provide tutoring programs

Allow for small group, peer tutoring during class

Graphic organizers and guided notes

Identify student learning style

Provide study guides

Allow for retesting

Reinforce system for parent/teacher communication

Maintain regularly scheduled meeting of the I&RS committee

Offer Afterschool support

Structural:

Preferential seating (consider visual, auditory, behavioral needs)

Structure seating to avoid distraction, conflict

Post clear rules and hierarchy of consequences in common areas

Offer Parent/Community Workshops

Monthly Parent Contact

Technological:

Computer assisted instruction
Consistent use of smart boards
School/home communication through email
Encourage Parent use of Power School Portal
Maintain utilization of rotating schedules for regular class computers
Computer Lab visits
Incorporate Computer based software as home review, extra credit, and remediation
Class Dojo utilized and provides computerized information regarding students' grades, homework, and behavior for teachers and parents. Parents can access via computer

2021-2022 BUILDING WIDE ACCOMMODATION PLAN**School: UNIVERSITY MIDDLE SCHOOL****Instructional Strategies:**

Provide multimodal presentation and instruction
Utilize differentiated instruction and assignments
Model lessons for student comprehension
Arrange small group instruction
Provide manipulatives
Provide visual cues
Provide study guides
Teach test taking strategies/study skills
Break down tasks
Use homework logs
Provide reference tools
Utilize library
Utilize peer tutors
Reinforce the use of computer based remediation software
Graphic organizers and guided notes
Utilize student planners for communication
Implement Restorative Practices

Assessment Strategies:

Identify student's learning style
Vary teaching strategies
Alternate assessment
Oral testing
Extend time on tests and allow students to retake assessments
Include tactile activities

Question of the Week (earn ticket to be entered in a drawing)
Identify students and refer to I&RS in a timely manner
Group projects
Use of data assessments (NJSLA, CYCLE TESTS, SGO ASSESSMENTS, I-READY)

Organizational Strategies:

Utilize homework log/student agenda
Experiment with flexible schedule
Parent/school communication (phone calls, emails, letters, and Remind App)
Rotate/Revise students schedule
Invite parental assistance
Arrange parent workshops focusing on: attendance, study skills, state testing & HIB
Provide frequent progress reports
Re-establish PTA
Provide HIB presentation for teachers and staff
Bi-weekly attendance/school climate meetings
Staff presentations (504, DCP&P, I&RS and relevant district policies)

Behavioral Intervention Strategies:

Utilize charts (displaying colors, names, rewards, consequences)
Use simple corrective messages
Change seats as needed
Provide rewards/incentives
Adjust classroom management
Provide positive reinforcement
Provide parents with community resources
Arrange alternative programs
Referral for outside agencies
PBSIS (activities)
Develop student contract and tracking sheet
Provide HIB presentation for students and parents
Counseling services provided by Health and Social Services Coordinator, School Counselors, and MAP Program
Schedule marking period assemblies to recognize students for good behavior and attendance
Mentoring Clubs
Morning and Afternoon Detention
Implement Restorative Practices

Intervention and Remediation Strategies:

Offer after school supports (homework club, MAP Program)
Communicate with parents via email, phone calls, Remind App, and letters
Schedule meetings
Provide counseling resources
Arrange peer tutoring
Utilize study groups

Take advantage of mentoring and provide assistance with note taking
Small group instruction
Attendance calls, conferences, warning letters, and workshops for parents
Parent – Teacher conferences
Maintain regularly scheduled meeting for the I&RS committee
Implement Restorative Practices

Structural:

Student leadership opportunities (Student Council and Honor Society)
Create murals on walls
Ensure bulletin boards are updated monthly
Maintain cleanliness of halls, stairwells, and overall building
Maintain quality of learning environment for staff and students

Technological:

Incorporate appropriate software
Schedule computer assisted instruction
Utilize computer labs
Classroom computers (Chrome Books) and Smart Boards
Use listening centers and offer research assistance
Google Classroom

2021-2022 BUILDING WIDE ACCOMMODATION PLAN

School: Irvington High School

Instructional Strategies:

Design Lessons for Clarity:

- Incorporate "Wait time", "Do-Now" into lessons
- Provide a daily agenda to students
- Share lesson goals with students each day
- Check for student progress in relation to lesson goals during or at the end of each lesson or unit
- Plan lessons with student performance and enduring understandings as objectives
- Identify essential questions students should be able to answer at the end of the each lesson or unit
- Identify key vocabulary and repeat that vocabulary often during a lesson
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently
- Incorporate opportunities for student movement into lessons when appropriate
- Preview new concepts

Build a Context for Material

- Make content relevant to students.
- Make available examples of finished products
- Use a familiar context when introducing concepts.
- Have student identify key information and main ideas
- Relate lesson parts to the whole

Provide Added Supports

Teach note-taking strategies when deemed appropriate by teacher.
Provide a word bank with key vocabulary, words and visuals when deemed appropriate by teacher
Provide varied opportunities for student practice
Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation
Provide timely feedback (when not constrained by external factors)
Provide opportunities for student revision when deemed appropriate by teacher

Assessment Strategies:

Address Assessment Issues

Clarify directions or questions.
Provide visual and auditory directions
Evaluate student understanding using multiple form

Organizational Strategies:

Establish Routines that Support Learning

Provide preferential seating for students who appear distracted.
Develop a system of non-verbal cues for class attention.
Use consistent and familiar routines
Provide students with opportunities to problem solve individually or in small teams and to share their thinking out loud with others
Communicate regularly with special education personnel
Explicitly ties the lesson to main idea of previous lesson and/or to the overall unit

Model Strategies

Use schematics and/or graphic organizers to highlight relationships
Provide study tools and/or teach students to make study tools when deemed appropriate by teacher.

Behavioral Intervention Strategies:

Behavior/Social/Emotional Design an alternative program within the high school designed for students who struggle with attending school or attending class regularly.

Design a course taught by the school focusing on adolescent issues and coming-of-age literature and designed to reach interested students and those who are alienated from school.
All students to be provided with assignment planners.
Use of Naviance by the Guidance department to help students better understand individual learning styles.

Intervention and Remediation Strategies:

Assist teacher in tracking interventions and effectiveness of interventions with students
Building based positive intervention program for students with behavioral issues
Assign a building 'Family intervention specialist' from the staff

Structural:

504 Accommodation Plan services are available for designated students

Technological:

Train staff through workshops for the use of assistive technology and Learning Ally
Train staff through seminars, webinars or workshops for integrating technology into the curriculum
Turn-Key presentations
Provide on line workshops for staff through a virtual classroom website service

ACKNOWLEDGEMENT



*“Every student can learn, just not on the same day, or the same way.”
– George Evans*

The Department of Special Services would like to thank the Building Principals, Child Study Team Members, and members of the Intervention and Referral Services Team for working collaboratively on this project to improve the academic achievement of all Irvington children. We hope this document will be a resource for all staff for the 2021-2022 school year.