Paulo Freire Social Justice Charter School
District Curriculum Accommodation Plan

PFSJC strives to meet the needs of all students within the regular classroom setting. The following are a few of the many accommodations that are considered "standard" accommodations at PFSJC.

- Written agenda on the board for each class or a printed syllabus.

- Homework assignments are either in the syllabus, on the board, or in handouts.

- Student agenda books for homework and assignments or computer based systems for recording work assignments, and teacher-directed time to fill them out in class

- Homework support and class support every day Monday-Friday. Supported study is available for sign up at or extra help can be made by arrangement with the teacher.

- Use of study guides and use of classroom notes generally reviewed before a test.

- Re-do opportunities for all assessments. Students are encouraged by teachers to take initiative for re-dos to meet minimum standards or to demonstrate a higher level of achievement.

- All big projects and large writing assignments are broken down into "chunks" (in writing) with clear due dates and expectations for each part.

- Written extensions available for all multi-day assignments with minimum one-day notice (not the day it's due). Students must take initiative and fill out extension form (with teacher prompting). Daily homework extensions are by teacher discretion. Students may conference with teachers for possible alternative assessments.

- Students whose work is at a minimal standard will be encouraged to do revisions without grade penalty. Students whose work is below the minimal standard of 70, will be provided individual help and support in order to achieve at a 70 level or higher.

- For students with reading difficulties, teachers must consult with academic support and/or the ELE program to determine an appropriate reading level. Academic support and the ELE program will assist in identifying reading materials and resources such as controlled vocabulary books, graphic novels, and alternative media approaches. Where practical, technology such as Kurzweil, books on CD, or MP3 players will be used.

- For students who are early learners of English, teachers work with the ESL/ELL teacher to determine appropriate materials and assignments. Alternative assessment may be required to assess the student's progress.

If students have difficulties that are not being satisfactorily addressed by these accommodations, then you have the responsibility to meet with the principal and go

through PFSJC pre-referral process (you may obtain it from Academic Support). It is simple, common sense approach consisting of the following steps:

- Identify and label the issues; speak with the parent so they know what you are doing and why.

- Use a child study team approach in which students of concern are identified. Work with the principal and colleagues to brainstorm and try different interventions (Use the Hawthorne Pre-referral Manual as a resource! It includes behavior interventions as well as academic interventions.)

- Document the outcomes in measurable/observable terms.

- If the issues persist, then you should review the process and the outcomes with the principal and your colleagues. If at that time it seems as though a special education evaluation might be needed, then speak to the Director of Academic Support or academic support teacher, document your interventions, and then the decision as to whether or not to refer a student for a special education evaluation will be made. (Refer to the Pre-Referral Process available from academic support).

- If the decision is made to recommend an evaluation, then the teacher will notify the parent and submit the request in writing to the Director of Academic Support. The purpose of contacting the parent is so that they have an opportunity to contribute ideas for possible interventions and so that they are not caught by surprise. The Director of Academic Support will then send the parent a formal notice with a consent form and procedural rights as required by regulation.