



**2021-2022 DISTRICT
CURRICULUM
ACCOMMODATION
PLAN**

**ADVANCED MATH AND SCIENCE ACADEMY CHARTER SCHOOL
2021-2022 DISTRICT CURRICULUM
ACCOMMODATION PLAN**

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INTRODUCTION

Massachusetts General Law, Chapter 71, Section 38Q ^{1/2}, requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers to ensure that all efforts have been made to meet student needs in general education classrooms. The DCAP Plan will support teachers in accommodating the wide range of student learning styles and needs that exist in schools today. The statute also encourages teacher collaboration and parent involvement.

The Advanced Math and Science Academy Charter School (AMSA) is committed to providing instructional practices that are responsive to student needs and to ensure that instructional support is available for students and teachers. The instructional support offered in the District includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the middle school level, and any other services recommended through student support teams consistent with effective educational practices.

The DCAP Plan at each level includes annotated lists of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating student needs. Also included is a list of sample strategies teachers and staff may select to accommodate for individual students. The list includes suggestions for promoting academic progress and strategies to resolve social and behavioral concerns.

The DCAP describes both formal and informal routes. In some instances, communication between parents and teachers will be effective in identifying concerns and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal written plan may result. Student Support Teams (SST) have been assigned to meet collaboratively to accomplish this task. All interventions and accommodations will be documented and evaluated at appropriate intervals to be determined by the SST. Again parent involvement is an important part of the process. If concerns are not resolved or if there is a lack of progress, the SST may make a recommendation for a formal evaluation to determine if a disability exists.

Teachers are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The District is committed to the concept of early intervention and to addressing learning issues in a timely manner based on a team approach. The District's goal is to meet the needs of every child.

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STATE LAW AND GUIDELINES FOR CURRICULUM ACCOMMODATION PLAN

Based on guidelines released the Massachusetts Department of Elementary and Secondary Education on February 20, 2001, the new statutory requirement for each school district is to develop a District Curriculum Accommodation Plan (DCAP). This requirement was added to the Massachusetts General Laws in 2000. The intent of this provision is to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education.

The recently enacted changes to Ch. 71 of the Massachusetts General Laws added the following new section:

Section 38Q1/2: A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Additionally, Section 59C of Ch. 71, the statute on school councils and school improvement plans, was amended by changing the fourth paragraph. Added language is indicated through the use of a double underline as follows:

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget, and in the formulation of a school improvement plan as provided below.

- Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively;
- Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning;
- Direct and systematic instruction in reading for all students;
- Encouragement of teacher mentoring and collaboration; and
- Encouragement of parental involvement in their children's education.

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Additional elements that could be included in the DCAP include:

- Changes to the school schedule, such as rotating days;
- Review of local curriculum in relation to state learning standards;
- Review of school policies and discipline codes;
- Additional staffing of consultation on behavioral concerns;
- After-school options such as homework assistance and peer tutoring; and
- Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.

The statutory language does not prescribe how services may be provided or how the plan should be structured. Several state and federal laws call for school districts to develop and implement improving plans. To the extent possible, these plans should be integrated with each other so that the district can implement a coherent and thoughtful strategy for improvement. For example, the DCAP could:

- Be a component of the District Improvement Plan;
- Incorporate pre-referral activities before students are elevated to determine eligibility for special education; and
- Incorporate the elements of the district-wide Student Success Plan that districts with more than 20% of the students scoring below level two on the MCAS must develop.

Principals/Directors/Administrators

Ellen Linzey, Executive Director
Anders Lewis, Assistant Executive Director
Michael Nawrocki, Principal
Amanda Cence, Vice Principal
Lynn Jarvis, Director of Student Services
Kate Driver, Director of School Counseling
Liana McLaren, Director of Finance and Operations
Peter Jones, Director of Athletics
Daniel Amaral, Dean of Students
Anthony Montesion, Dean of Students
Kate Lee, ELL Director

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School/Grade Level: Lower School / Grades 6-8

Instructional practices that are responsive to the diverse learning styles of students:

- Differentiated Instruction as provided in teacher lessons
- 7 different levels of math courses in grades 6 through 8
- Technology: projectors, interactive white boards, Chromebook carts, and computers
- Team structure at grades 6, 7, and 8
- Small group instruction
- Audio books
- Paraprofessional support

Programs for reading instruction:

- Required summer reading lists
- Literacy Support Services (Reading classes all levels)
- Soaring Eagles (for students in need of additional support)
- English Language Learning/ Sheltered English Immersion
- Academic Lab
- Study Island

Programs that address the behavioral needs of students:

- Social Skills Groups through School Counseling Department
- Advisory Curriculum during Directed Study Period through School Counselors
- Peer Mentoring Program
- Student Handbook
- Functional Behavior Assessment
- Behavioral Plans
- In-School Suspension/Out of School Suspension
- Lunch, Teacher, Office Detention
- Community Service
- Crisis Prevention Intervention Training
- Deans of Students and School Counselors

Remedial programs:

- After-School MCAS Support in Math and ELA (8-week program for each)
- Study Island and multiple other updated software programs
- Physical Therapy/ Occupational Therapy as needed
- Speech and Language as needed
- Assistive Technology
- Acceleration Academies in February and April Grades 6-9
- Summer School
- Homeless Program as State mandated when needed
- Peer Tutoring and Mentoring Programs

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School/Grade Level: Lower School / Grades 6-8 (cont.)

Typical accommodations and interventions:

General

- Individual Health Care Plans
- 504 Accommodation Plans
- Individualized Behavior Plans

Physical

- Arrange preferred seating
- Use visual/auditory aids
- Remove distractions
- Movement breaks

Organizational

- Rotate the student's schedule
- Invite parental assistance
- Assess appropriateness of class level

Technology

- Software (i.e.. BrainPOP, Mathematica, Study Island, Lyndia.com, Lexia Rapid, Quizlet, Read Naturally)
- Audio Books
- Provide calculators
- Computer labs
- Chromebook carts
- Personal Chromebook to complete assignments
- Use of classroom interactive clickers, smart boards, and document cameras

Behavioral

- Change seats
- Behavioral Plans/Contracts
- Parental Involvement
- Use simple corrective measures
- Provide on-going positive reinforcement
- Peer Mentoring
- Referral to Administration
- Referral to School Counselors
- Consultation with outside family counselor

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School/Grade Level: Lower School / Grades 6-8 (cont.)

Typical accommodations and interventions: (cont.)

Instruction/Assessment

- ❖ Give extended time on tests
- ❖ Allow oral assessments
- ❖ Provide manipulatives
- ❖ Use alternative assessments
- ❖ Differentiated Instruction based on Pre-Testing and Evaluation
 - ◆ Vary teaching strategies
 - ◆ Identify student's learning style

- ❖ After School MCAS Support in ELA and Math
- ❖ Provide visual clues
- ❖ Provide effective study guides
- ❖ Break down tasks (scaffolding)
 - ◆ Shorten assignments
- ❖ Arrange small group instruction
- ❖ Reduce workload
- ❖ Utilize agenda planners
- ❖ Utilization of graphic organizers
- ❖ Teach test-taking strategies and provide practice
 - ◆ Include study skill strategies

Documentation of accommodations/interventions:

- ❖ Student Support Team (Referral Process)
- ❖ 504 Accommodation Plans
- ❖ Mid-Term Academic Warnings/Report Cards
- ❖ Individual Student Success Plans
- ❖ Individual Health Care Plans
- ❖ Transition Plans for identified students (grade to grade)

Consultant support for teachers:

- ❖ Literacy Specialist (Reading and Writing)
- ❖ Inclusion Specialist
- ❖ ELL Teacher
- ❖ Occupational Therapy/Physical Therapy
- ❖ Assistive Technology
- ❖ Speech and Language
- ❖ School Psychologist
- ❖ Nurse
- ❖ Special Education Liaisons
- ❖ District and Building Administration
- ❖ Crisis Intervention Team
- ❖ School Counselors, Adjustment Counselor

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School/Grade Level: Lower School / Grades 6-8 (cont.)

Identification and programs for students for whom English is a second language:

- Home Language Survey
- WIDA Screener
- WIDA-ACCESS for ELLs Placement Test (W-APT)
- Sheltered English Immersion (SEI) Program

Practices that support mentoring, collaboration and parent involvement:

Mentoring

- Teacher Orientation Program
- Mentoring Program
- Professional Development

Collaboration

- Team (grade level) meetings
- Department Meetings
- Collaborative Taskforce Meetings
- Community Council
- Faculty Meetings
- District Administrative Council Meetings (monthly)
- Administrative Student Affairs Meeting (bi-weekly)
- Operational Administrative Meetings (weekly)
- School Counselors Meetings (SST - weekly)

Parent Involvement

- PTO Monthly Meetings and Events
- Parent Informational Nights
- School sponsored events
- District Website
- Community Council
- Family Forum

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School/Grade Level: Upper School / Grades 9-12

Instructional practices that are responsive to the diverse learning styles of students:

- Referral Checklist - SST (Student Support Team) - individual Pre-referral
- Classroom support
- Vision Modifications as needed
- Paraprofessional Support
- Modifications Individual Educational Plan IEP (long term) and SST (short term)
- 504 Accommodations (Long Term) and SST (short Term)
- Inclusion model based on need
- Small Group Instruction
- Audio Books
- Differentiated Instruction as provided in teacher lessons

Programs for reading instruction:

- Literacy Specialists for group and individual instruction
- Paraprofessional Support
- English Language Learners
- ELL Instruction
- SEI Classrooms
- Study Island

Programs that address the behavioral needs of students:

- Social Skills Groups through School Counseling Department
- Advisory Curriculum during Directed Study Period through School Counselors
- Peer Mentoring Program
- Student Handbook
- Functional Behavior Assessment
- Behavioral Plans
- In-School Suspension/Out of School Suspension
- Lunch, Teacher, Office Detention
- Community Service
- Crisis Prevention Intervention Training
- Deans of Students
- School Counselors

Remedial programs:

- PT and OT as needed
- Speech and Language as needed
- Assistive Technology
- MCAS Preparatory & Remediation - MCAS Math and English class
- Summer School
- Homeless Program as State mandated when needed
- Peer Tutoring

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School/Grade Level: Upper School / Grades 9-12 (cont.)

Typical accommodations and interventions:

- Individual Health Care Plans based on need of student
- IEP
- 504 Plans
- SST
- Tutoring and Peer Mentoring
- School Psychologist provide recommendations as needed
- Adjustment Counselors provide recommendations as needed
- Behavior Modification Plans - Applied Behavioral Analysis certified person as needed
- Classroom accommodations by teachers as needed

Documentation of accommodations/interventions:

- Literacy Assessment through Lexia Rapid
- Math, Science, Computer Science and Foreign Language Placement

Assessments

- Progress Reports, Quarterly
- Report Cards, Quarterly
- IEP, Annually
- Health Care Plans
- 504, Annually
- SST Plan

Consultant support for teachers:

- School Psychologist, Adjustment Counselor
- Nurse
- Special Education Teachers and Inclusion Specialists
- Central Administration
- School Counseling Department
- Crisis Intervention Team
- Administrative Team

Identification and programs for students for whom English is a second language:

- Home Language Survey
- WIDA Screener
- WIDA-ACCESS for ELLs Placement Test (W-APT)
- Sheltered English Immersion (SEI) Program

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School/Grade Level: Upper School / Grades 9-12 (cont.)

Practices that support Mentoring, Collaboration and Parent Involvement:

Mentoring

- Teacher Orientation Program
- Mentoring Program
- Professional Development
- Principal orientation for new teachers

Collaboration:

- Team (grade level) meetings
- Department meetings
- Collaborative Taskforce Meetings
- Community Council
- Faculty Meetings
- District Administrative Council (monthly)
- Administrative Student Affairs Meeting (weekly)
- Operational Administrative Meetings (bi-weekly)
- Internship program
- Community Service

Parent Involvement

- PTO Monthly Meetings and Events
- Parent Informational Nights
- School sponsored events
- District Website
- Community Council
- Family Forums