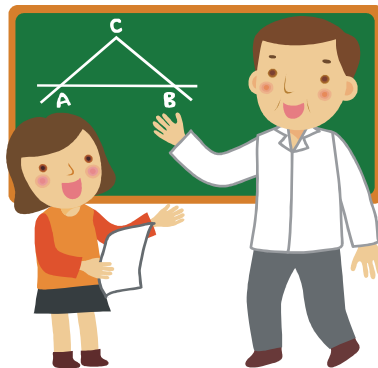# Webster Public Schools

District Curriculum Accommodation Plan

Introduction

General education is the door to learning through which all students are expected to enter; it is therefore our goal to make the general education environment the appropriate placement for all students, creating embedded learning supports to meet the needs of our diverse population.

In 2001, Ch. 71 of the Massachusetts General Laws was amended to add Section 38Q½. This section requires the adoption and implementation of a district curriculum accommodation plan (DCAP) to assist school principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The DCAP is intended to assist the regular classroom teacher in addressing the diverse learning needs of all students, including those who are gifted and talented, as well as those with learning challenges, in the general education classroom, providing appropriate services and support within the general education program.

> *Massachusetts General Laws, Chapter 71, 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 programming, 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, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration, and parental involvement."

Further, Section 59C of Ch. 71 was amended to require the involvement of the school council in the development and evaluation of the DCAP.

> *School Councils and District Accommodation Plan, Ch. 71 Section 59C -Amended Language*

"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall 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."

Working together, general and special educators can provide professional support to each other to address student learning. Schools can provide a rich curriculum, differentiated instructional practices, and varied programs of services geared to individual needs, including opportunities for strong family involvement and awareness of the educational services available in the school.

As a school community we believe and expect that all students can learn because expectations play an important role in student success. The vision of the Webster Public Schools is *"to provide a quality education and a safe learning environment for all students and to empower all students to succeed as responsible, productive citizens in an ever-changing global society"*. With high expectations comes respect for different approaches to learning, acknowledgement of cultural and linguistic differences, and recognition of the potential effects of disabilities and developmental variations on learning. We recognize the importance of social, emotional and behavioral health/development on a student's overall ability to achieve.

Our core values articulate that:

- All students can learn and we welcome the responsibility to teach all students
- All students have the right to a safe and academically rich learning environment characterized by rigorous expectation, effective instruction and respect for diversity
- The work of educators is complex and best accomplished through collaboration for the purpose of improving instructional practices and student learning
- Ownership of educational progress and sustainability of improvement are achieved through shared leadership

What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP) to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. This document outlines the accommodations, instructional supports and strategies that are available through general education, and the process for determining effective interventions for struggling learners. Our intention is that the DCAP will support diverse learners in our schools.

The Webster Public Schools DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing and accommodating diverse learners
- To increase support services and instructional delivery options available within general education settings, as defined herein
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching

We recognize that:

- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development
- Students differ in their ability to work and study independently
- Students experience different reactions and responses to curriculum and instructional task demands
- Students require varied degrees amounts of supervision and instruction

It is with these statements in mind that this DCAP was designed.

The Purpose of the DCAP

The DCAP provides a framework for each school to establish a process to ensure all efforts have been made to meet students' needs in regular education by supporting the needs of all learners. It provides an accounting of resources and accommodations available to students and classroom teachers.

The District Curriculum Accommodation Plan guides the general education program to:

- An analysis of diverse learning styles within the regular classroom;
- Identify accommodations to meet needs of the diverse learning styles within a regular education class;
- Provide appropriate services and support within the regular education classroom;
- Offer intervention and services to address the needs of children whose behavior may interfere with learning;
- Encourage parents to be involved in their children's education;
- Encourage teacher mentoring and collaboration;
- Provide assistance to regular education staff through professional development and collaboration.

This District Curriculum Accommodation Plan details procedures, programs, and supports plans already available and implemented with the individual schools of the Webster Public Schools. Principals, in consultation with faculty and school council members will formulate specific Curriculum Accommodation Plans at each school building.

Please note: "The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education." (Excerpted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

Instructional Support Interventions

Instructional Support Interventions include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies:

- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social or academic improvement plans
- Provide cueing and "wait time" or "think time" to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts with a different approach (i.e. visuals, models, manipulatives, projects, etc.)
- Differentiate instruction and assignments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems, including student graphing of own progress
- Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide manipulatives
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, web sites and textbooks for homework support
- Provide study guides

- Provide strategies to parents to support homework completion
- Allow extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- Provide a scribe when needed to assess student knowledge
- Allow the use of word processing for assignments and assessments

Behavioral Strategies

- Post classroom expectations in view of all students
- Classroom interventions by guidance counselor
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Adjust classroom management strategies
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Remove distractions

Organizational Strategies

- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize contract learning
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students

Supports for Teachers, Staff, Students and Parents

The Webster Public Schools' DCAP recognizes several areas of support necessary for teachers, staff, students and parents. These areas include:

- Assistance to general education classroom teachers to help them analyze and accommodate various students learning needs and to manage students' behavior.
- Support services that are available to students through the general education venue including services to address the needs of students whose behavior may interfere with learning.
- Professional Development opportunities provided to increase instructional skills for all teachers
- Curriculum and time on learning structures (I.e. schedules, support blocks, etc.) as well as before and after school support programs
- Review of local curriculum in relation to state/common core learning standards
- Staffing and consultation on academic and behavioral issues
- Communication with parents and opportunities for parent involvement in the schools

District-Wide Supports:

- Embedded professional development
- Curriculum leaders in ELA, Math, Science, Social Studies K-12 who provide assistance to classroom teachers in problem-solving, analyzing instructional practice, analyzing student outcome data and provide individual and grade level professional development for teachers
- Building-based support teams (Student Success Teams) that convene regularly to provide instructional and behavioral intervention suggestions to teachers
- Department and faculty meetings
- New teacher mentor program
- Curriculum Study Groups and Task Forces
- Professional Learning Communities
- Lesson Study
- Learning Walks

- Social Emotional Learning programs in general education (i.e. Tools of the Mind, Responsive Classroom routines and structures, Social Thinking, 2nd Step skill instruction, Advisory block bullying prevention program, etc.)
- Guidance/Counseling staff provide individual and small group social skills and issue-specific groups (i.e. divorce, new to town, sibling issues, illness/death, learning style, disability, etc.)
- Literacy specialists provide teacher consultation for curriculum development, screening, data analysis, informal and formal assessment, demonstration teaching, and co-taught classes.
- ELL staff provides language learning instruction and support for students in academic classes.
- Title I services to provide targeted reading and math support.
- K-8 Math Coach to support staff development/"guided math" strategies for classroom teachers
- Literacy Specialists help teachers to administer assessments, interpret results and design instruction to meet student needs.
- Social/Emotional and Behavioral support available through counseling staff, psychologists and special education teachers as well as through specialized programming (STAR program K-6 and Advocacy grades 7-10)
- 21st Century Programs (PASS)
- After-school teacher availability on regular basis.
- Annual training for new staff
- Course reimbursement for Graduate level courses
- Training in administering benchmark assessments (AIMSweb reading assessment for grades K-4 teachers and Galileo for student assessment Grades 5-12)
- Rigor and Relevance Framework Training
- Lesson Planning Training
- Each building has a trained team of teachers who can safely de-escalate student behavior and, if necessary, restrain a student (CPI)
- Psychologists and professional support staff provide regular and ongoing consultation to staffs at all levels, including completion of Functional Behavior Assessments, when needed to support a student.
- Progress Reports – Kindergarten has 2 parent conferences and issues report cards two times a year. Grades 1 and 2 have 1 parent conference each year and reports cards 4 times a year. Quarterly progress reporting at the 3-12 levels

- PowerSchool provides parents with password access to grades of middle and high school students.
- Following the issuance of each report card, a letter is sent to all parents of high school students who fail a subject.
- High school students receive a course verification letter in the spring
- Any student who is in danger of failing for the year receives a letter in the spring which includes information on summer school.
- In August, all seniors receive a letter outlining their current credit situation and required subjects to be taken during their senior year.
- District-wide parent surveys provides input regarding parent satisfaction
- Back-to-School Nights are held at all schools
- Principal/School newsletters and "One Calls" at all levels
- District website and Principals' and Superintendents' news letters provide on-going information to parents.
- Parent volunteer opportunities
- Adult Volunteer Program through the Community Education program engages community members in meaningful volunteer opportunities in the schools.
- PTOs and Parent Advisory Councils
- High School Orientation Nights for each class of parents (in the fall).
- Teacher websites provide course information and student assignment information to parents.

Direct instruction

- Each elementary student has a daily, 2-hour literacy block where teachers provide direct instruction in reading and writing.
- Each elementary student has 1 hour of direct math instruction block.
- Literacy specialists assist primary grade classroom teachers with the implementation of literacy assessments and programming.
- The elementary literacy, science and math curriculum leaders model reading/writing skills, science and math for teachers.
- Teachers administer common assessments as well as benchmark assessments for each unit of instruction.
- Test-taking skills instruction in classes.

Teacher mentoring and collaboration

- All new teachers are provided a qualified mentor.
- New teachers attend a 1 day orientation prior to the start of the year.
- New teachers and mentors meet with the new teacher to share successes, identify and address needs, and offer assistance throughout the year
- Mentor training
- Grade level teams and/or departments meet regularly in each building.
- Teachers (Math, Science, English, Social Studies) meet for common planning
- Curriculum Director and Leaders assist principals and teachers with curriculum and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- MCAS results are analyzed annually and compared to the previous year's results identifying performance strengths and weaknesses.
- An annual Curriculum Review Process is conducted to review an area of the curriculum and to make recommendations based on the findings
- Curriculum is aligned to state/common core standards; units are monitored and updated regularly.
- Curriculum documents are available online to all staff.
- Short- and long-term plans for curriculum changes in each academic area and for small group and individual support are formulated based on results of the analysis.
- Grade level teams work to develop curriculum units and common assessments aligned to the core curriculum analysis and revision of these units is on-going.
- Speech Therapists, Occupational Therapists, Physical Therapists and other related service providers, as well as Special Education Liaisons, provide teacher consultation, classroom observation of students, informal screening for students.
- School Psychologists, guidance counselors and special education liaisons are specialists in behavior observation, consultation and program development and can provide support to classroom and specialist teachers as needed.

- Principals, Assistant Principals and Special Education Director provide consultation to teachers around students struggling with academic, social, emotional and behavioral issues

School Specific Resources

Park Avenue Elementary School Resources

Student Resources	Teacher Resources
Title I literacy and mathematics	Collaboration/consultation with specialists (occupational therapist, speech pathologist, school psychologist, physical therapist, administrators)
Summer Title I program	
Small group instruction	
Computer assisted instruction	
PASS after school program	Teacher mentoring
School-wide behavior support program	Student Success Team
STAR social-emotional and behavior support program	Behavior Intervention Team
Student Success Plans developed by SST	Literacy coaches
Adjustment counselor referrals	Professional Learning Communities
Social skills groups	Faculty workshops
Social-emotional self-regulation groups	Data teams
Anti-bullying education	Teacher leadership programs
Eye-wear repair clinic	
Free glasses program (need based)	
Fluoride clinic	
Dental clinic	
School Resource Officer	
Partnerships with related service providers	
Interventionists work with individual/small groups of students for reading instruction	
Regular common assessments lead to "double dose" of instruction in the classroom as needed.	
Kindergarten Literacy assessment battery established across the district.	
Summer programs include content area remediation and literacy instruction	

Webster Middle School Resources

Student Resources	Teacher Resources
Title I literacy and mathematics Summer Title I program Small group instruction Computer assisted instruction Title 1 After School Support School-wide behavior support program STAR social-emotional support program Student Success Plans Student Success Teams Adjustment counselor referrals Social skills groups Social-emotional self-regulation groups Character education Anti-bullying education Mentoring program Peer-tutoring program Eye-wear repair clinic Free glasses program (need based) Dental clinic School Resource Officer Partnerships with related service providers Partnership with Assistant District Attorney office on cyber-bullying and internet safety Daily Advisory period with a small group of students and one teacher Guidance/Counseling Staff – individual or group	Collaboration/consultation with specialists (occupational therapist, speech pathologist, school psychologist, physical therapist, administrators) Teacher mentoring Student Success Team Behavior Intervention Team Literacy coaches Professional Learning Communities Faculty workshops Data teams meet regularly to discuss student needs and behavioral and instructional strategies Teacher leadership programs (Keys to Literacy coaches, data coaches, team leaders)

Bartlett Junior/Senior High School Resources

Student Resources	Teacher Resources
Small group instruction Behavior management plans Peer Tutoring Guidance/SAC referrals Social Skills Groups Character and Anti-Bullying Education YOUniversity Journey – Tier 2 support SST MCAS Prep Student Clubs (Photo/Art…) Summer School Power School Teen Pregnancy Program Diversity Club Bi-weekly Advisory Block: Focused, teacher-led discussions provided around important topics such as bullying prevention Guidance group instruction for students After-school teacher availability MCAS mastery tutoring offered in Math and ELA Quest Alternative Education Program Edgenuity Credit Recovery Program Attendance Committee School Resource Officer	Collaboration/consultation with specialists (OT, PT, Speech Therapist, School Psychologist, Guidance Dept, Administration) Student Success Team Teacher Mentor Program Academic Dean Common Planning Time Co-Teaching Model Learning Walks Professional Development Curriculum Leaders PLC's (Professional Learning Communities)