

Peabody Public Schools Elementary Schools



District Curriculum Accommodation Plan

(DCAP)

2019-2020

District Curriculum Accommodation Plan

Overview

Mission Statement of Peabody Public Schools:

Peabody's Mission Statement is to prepare each student to reach his or her full intellectual, creative and individual potential through a fully integrated and diverse curriculum to meet the responsibilities of citizenship.

DCAP Committee Members:

Mrs. Joanne Campbell, Grade 5 Brown School Teacher
Mrs. Jane O'Brien, Grade 4 McCarthy School Teacher
Mrs. Lacey Becotte, Burke School Principal
Mrs. Amy Galley, South School Guidance Counselor
Ms. Cara Murtagh – Superintendent of Schools

What is DCAP?

DCAP stands for "District Curriculum Accommodation Plan." All school districts are required by Massachusetts General Law to have a DCAP. This plan is intended to ensure 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.

The purpose of DCAP is to...

- Assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom.
- Identify services, supports, and instructional delivery options available within general education settings.
- Outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching.
- Provide a list of accommodations as a resource to meet the needs of a variety of learners.

How does it help teachers, students and parents?

The DCAP is a resource to identify techniques/accommodations provided to all students in the classroom. No two students are the same; we accommodate and differentiate our instruction and curriculum to meet all students' needs. It is expected that across content areas and grade-levels, students will need various levels of supports. Providing accommodations does not mean a student is at risk in their learning; all individuals vary in their needs based on content, age, development, social/emotional well-being or other factors. The DCAP is a reference and resource for educators, as well as a document to inform parents/guardians of the wide range of available supports.

All educators may provide individual accommodations to students on an as-needed basis and specific to the content or situation. The DCAP includes suggestions for accommodating academic skills as well as strategies and interventions designed to address social and behavioral needs. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, **in no way does the DCAP limit the accommodations that educators may choose to implement in order to meet a student's needs.**

Massachusetts General Law Ch 71 Section 38 Q ½

"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,** [Emphasis added] 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."

Building/District-Based Supports

The following tools, resources, and services are available to all educators at J Henry Higgins Middle School in order to meet the needs of diverse learners. Additional building based supports may be available in specific elementary schools in Peabody that may not appear listed below.

1. Resources to assist regular education classroom teachers to help them analyze and accommodate various students' learning needs

- ELA/Math Specialists (Title 1 Schools Only)
- Reading/Math Tutors (Title 1 Schools Only)
- ESL Teachers
- Related Service Providers (Speech, OT, PT)
- School Psychologist
- Nurse
- District and Building Administration
- Special Education Teachers
- Crisis Response Team
- School Adjustment Counselors/ Functional Behavior Assessment
- Supervisor of Attendance
- School Resource Officer
- Language Assessment Team
- Home Language Survey
- WIDA Model/ACCESS Testing
- Cumulative Folder
- Instructional Support Collaborative
- Technology
- Library Resources
- Crisis Prevention Intervention Training
- Guidance Counselor
- Board Certified Behavior Analyst (BCBA)
- District School Adjustment Counselor Consultation

2. Support services that are available to students through the regular education program

- Sheltered English Instruction
- Student Council
- Peer Mentors
- Lunch Bunch
- Academic/Extracurricular Activities and Clubs
- Integration of Technology
- Student Success Plan
- Core Values
- Student Handbook

- 504 Plans
- Opportunity for Student Breaks
- Homeless Support
- Instructional Support Team (IST)

3. Direct and systematic instruction in reading for all students

- Use of WIDA Standards
- Title 1 Reading Tutors use of Leveled Literacy Instruction (LLI)
- Kindergarten Safety Net Tutorial
- Keys to Literacy® strategies
- Audio versions of texts

4. Teacher mentoring and collaboration

- Teacher Induction Program/Assigned Mentors
- Professional Development
- Monthly Common Planning Meetings
- Monthly Faculty Meetings
- Shared Curriculum Materials
- School Improvement Council
- ELA/Math Specialists (Title 1 Schools Only)
- Special Education Teachers
- School Adjustment Counselors
- Guidance Counselors
- Related Service Providers (OT, PT, SPT)
- Curriculum Guidance Documents

5. Parental involvement in their children's education

- Home Language Survey
- PTO Monthly Meeting and Events
- Parent Teacher Conferences
- Progress Reports
- Report Cards
- Fall Parent Orientation
- Connect-Ed
- Technology communication via various notification programs
- Refer Parents to Outside Health/Community Service Providers
- 4th Grade Peabody Municipal Light Plant (PMLP) Science Fair
- Family Curriculum Nights
- Family and Community Engagement Programs
- Welcome to Kindergarten Open House
- Field Day/Field Trips
- Moving On Ceremonies

Accommodations and Instructional Strategies to Assist Students and Educators

Below is a list of accommodations that support academic skills and address social and behavioral needs. This list is not intended to be exhaustive but rather highlights possibilities.

Four Categories of Accommodations

SETTING (S)

Making purposeful determinations for change in the environment for a student.

PRESENTATION (P)

Making purposeful determinations for how information is provided to a student (this is statistically the most frequent accommodation).

TIMING/SCHEDULING (T)

Making purposeful determinations for altering time allocations or the schedule for a student (extra time, at a particular time of day, etc.).

RESPONSE (R)

Making purposeful determinations for how a student will provide information to the teacher or others.

In addition to the implementation of these strategies teachers are encouraged to provide opportunities to re-teach and reinforce skills.

Foundational Skills	Strategies
Literacy (Reading)	<p>To improve phonological awareness:</p> <ul style="list-style-type: none">• Use Rhyming games/activities (P)• Use sound segmentation activities (P) (beginning/middle/end)• Use blending opportunities• Opportunities for practicing with word families <p>To improve decoding skills:</p> <ul style="list-style-type: none">• Use multi sensory or VAKT (visual, auditory, kinesthetic, tactile) instruction (P)• Use voice print matching (initial and final letters) (P/R)

	<ul style="list-style-type: none"> • Use tracking supports left-to-right (finger, place marker, pointer, etc. (R) • Synthesize words (part to whole) (P) • Segment words (whole to part) (P) • Use a variety of leveled texts (P) • Read stories with predictable text (R) • Create log of misread words for practice (R) • Send home a word list for home practice (P) • Set up a home reading program with parent/guardian (P) • Pair students for practice read aloud (Buddy Reading) (P/R) <p>To improve sight words recognition:</p> <ul style="list-style-type: none"> • Send home word lists for practice (P) • Use a word wall (P) <p>To improve vocabulary acquisitions:</p> <ul style="list-style-type: none"> • Sort and classify categories of words (P/R) • Describe common objects (R) • Use known words in compound words (R) • Use dictionary/thesaurus to locate word meanings (P/R) • Teach strategy of using knowledge of word origins (P) • Provide visual aids (P) <p>To improve fluency:</p> <ul style="list-style-type: none"> • Model fluent reading (P) • Provide opportunities to reread text (P/R) • Provide choral reading opportunities (P) • Provide opportunities to hear reading modeled (P) <p>To improve reading comprehension skills:</p> <ul style="list-style-type: none"> • Pre-read story to student (P) • Re-read favorite stories & independent leveled text (P) • Use of graphic organizer (P/r) • Ongoing summary with sticky notes for later review (P/R) • Opportunities to retell verbally and/or in writing (R)
Writing	<p>To Improve Handwriting:</p> <ul style="list-style-type: none"> • Provide hand strengthening activities (e.g. clay, squeeze ball) (P/R) • Provide alternative paper choices (wider spaces, highlighted lines, graph paper) (P/R)

	<ul style="list-style-type: none"> • Pencil grips (R) • Use of line references (plane line, grass line, worm line) (P/R) • Provide visuals (alphabet strip, number strip, name model) (P) • Vertical and slanted surfaces (P/R) • Multi-sensory experiences for letter/number formation (sandpaper, shaving cream, foam) • Cues or manipulative for spacing (P/R) • Reduce visual copying (P/R) • Type longer assignments (R) <p>To Improve Spelling:</p> <ul style="list-style-type: none"> • Multi-sensory approach (P) • Orally rehearse before writing (P/R) • Visual cues (picture, color, shapes) • Teach words in context (P) • Reduce the number of words (P/R) • Individualized spelling lists (P/R) • Assess orally (P/R) <p>To improve written expression:</p> <ul style="list-style-type: none"> • Allow students to verbalize thoughts before writing (P/R) • Brainstorm pictorially and orally for topic development (P/R) • Provide sentence/story starters (P) • Use of graphic organizers (P/R) • Allow untimed written assignments (T) • Provide rubrics and checklists for assignments (P/R) • Provide, model & review exemplars (P) • Allow for typed responses (R) • Break longer assignments into smaller parts (P/R) • Allow student to hear their writing read back to them (P) • Give student topic choice (P/R)
Math	<ul style="list-style-type: none"> • Allow students to use number lines, multiplication charts, flash cards, 100's charts, 10's frames, or reference sheets (MCAS & formula sheets) when appropriate (R) • Color/Highlight operational symbols (R/P) • Access to hands-on manipulatives (R/P) • Access to graph paper or lined paper held vertically (R) • Fill in the blank notes (P) • Provide word banks (P/R)

	<ul style="list-style-type: none"> • Reduce the amount of language (P) • Provide the vocabulary word wall and/or picture (P) • Reduce number of problems (R/P) • Access to Chromebooks for Google, YouTube videos and songs, Khan Academy, online textbook, free online graphing calculator Google Classroom posts (P/R) • Offer highlighters & colored pens to make corrections during classwork and assessments (P/R) • Teach and encourage use of problem solving strategies (i.e. look for a pattern, construct a table, make an organized list, act it out, draw a picture, use manipulatives, guess & check, work backwards, write an equation, solve a simpler/similar problem first, make a model, and eliminate possibilities (P) • Relate instruction/concepts to real world application (P) • Utilize cooperative groups to enhance math conversation (S) • Provide Sample problems • Remove individual pages from workbook (P) • Avoid anxiety of timed tests of math facts (T) • Teacher made “study guide/note card” for assessments containing definitions, formulas, or sample problems (R) • Crease a “how to” step by step guide for solving problems (P) • Use Smartboards to complete interactive notes (P/S) (if available) • Use individual “white boards” for problem solving (P/R) • Math games (P) • Extra time for assessments (T) • Extra time for project based assessments (T)
<p>Social/Emotional/Behavior (Social Thinking Curriculum)</p>	<p>Motivational Strategies</p> <ul style="list-style-type: none"> • Praise generously (P/R) • Set goals as a class (P/R) • Appeal to various learning styles (P/R) • Focus on correct responses rather than incorrect ones (R) • Build in opportunities for student choice (R) • Select high-interest topics (S/P) • Incorporate hands-on approaches (P) • Motivational/Incentive based rewards (P) • Offer a helper job (P)

	<p>Behavioral Strategies</p> <ul style="list-style-type: none"> • Design appropriate seating arrangements (S/P) • Clearly define classroom expectations (P) • Communicate frequently with parents (P) • Access to breaks when available (T) • Access to support staff when available (P) • Mobile use of classroom space for both teachers and students (S) • Behavior Chart (P/R) • Provide verbal and nonverbal cues (P) <p>Dealing with Inappropriate Behavior</p> <ul style="list-style-type: none"> • Establish clear expectations and consequences (P) • Consistently reinforce expectations (P) • Avoid confrontational techniques (P) • Provide student with alternatives (P/R) • Ignore some behaviors (P/R) • Speak with students privately (S) • Be mindful of signs of frustration (P) • Designate a “cooling off” location (S) • Utilize administration & support staff when needed (P) • Teacher proximity (P) <p>Social Development</p> <ul style="list-style-type: none"> • Utilize cooperative learning activities (R) • Model & encourage productive conversation (P/R) • Encourage empathy (P) • Model conflict resolution (P) <ul style="list-style-type: none"> - OLWEUS/Second Step (P) - Lunch Bunch (P/R) - Reading Buddies (P/R) - Classroom Peer Buddy (P/R)
<p>Communication (Expressive/Receptive)</p>	<ul style="list-style-type: none"> • Present information in chunks (P) • Breakdown of directions (P) • Google Classroom (S/P/T/R) • Clear cut language (P) • Introduce vocabulary with objectives (P) • Visual Aids (P) • Vocabulary matching activities (R) • Project delivery preferences (S/R) • Gallery walk activities (P/R) • Hands-on activities/labs (S/P/R) • Paraphrase (P) • Repeat/clarify directions • Small group work (S/R)

**Work
Habits/Organizational**

- Encourage peer tutoring (S/P/T)
- Technology resources: audiobooks, Chromebooks, multimedia tools (S/P/T)
- Provide a visual schedule (P/R)
- Encourage assignment tracking/self-tracking (P/R)
- Break assignments into small, clear steps (T/R)
- Provide dues dates for separate steps (T/R)
- Progress reports (P)
- Clear, consistent instruction & expectations (P/T)
- Reduce distractions (i.e. clear workspace) (S)
- Preferential seating (S)
- Provide multi-modal instruction (P)
- Provide graphic organizer (P/R)
- Provide communication system for student/school/home (P/T)
- Provide opportunities for organizing (S/P/T/R)
 - Daily Agenda Book check/signing (P/R)
 - Label student materials and space (P)
 - Provide study guides as needed (P)
 - Reduce quantity and length of task