

J. Henry Higgins Middle School



District Curriculum Accommodation Plan

(DCAP)

2019-2020

District Curriculum Accommodation Plan Overview

Mission Statement of Peabody Public Schools:

We prepare students to be life-long learners and critical thinkers who meet the challenges of citizenship in an event changing world.

Mission Statement of J. Henry Higgins Middle School:

Through the implementation of rigorous, student-centered curriculum and instruction, all Higgins Middle School students will achieve academic excellence and develop a lifelong love for learning. We are a school community that fosters personal responsibility and mutual respect to maintain a safe and supportive environment.

DCAP Committee Members:

Mrs. Christa Shea- Math Department
Mrs. Bobbi Orlando - Science Department
Ms. Linda Heafey - English Department
Mrs. Karlyne Furnari - Social Studies Department
Mrs. Caitlin Rush - Special Education Department
Mrs. Arlene Broughton - Guidance Counselor
Mr. Dennis Heenan - Housemaster
Mr. Todd Bucey, Principal
Ms. Cara Murtagh - Assistant Superintendent

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.

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

- Math Specialists
- ESL Teachers
- Related Service Providers
- Library/Media Specialists
- School Psychologist
- Nurse
- District and Building Administration
- Special Education Teachers
- Crisis Response Team
- School Adjustment Counselors/ Functional Behavior Assessment
- School Attendance Officer
- School Resource Officer
- Language Assessment Team
- Home Language Survey
- WIDA Model/ACCESS Testing
- Cumulative Folder
- Instructional Support Collaborative
- Leveled Mathematics Classes Grades 7 and 8
- Technology (e.g. interactive projectors, 1:1 chromebook initiative, audio/visual aids, etc.)
- Library Resources
- In-School Suspension/Teacher Detention/Two-Hour Detention
- Crisis Prevention Intervention Training
- START (Technology Help Desk)
- Flipped Classroom

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

- Sheltered English Instruction
- Student Mentoring
- Remedial Math Lab
- Advanced Math Seminar
- Student Advisory Board
- Student Council
- Best Buddies®
- Lunch Groups
- Academic Enrichment Class
- Homework Club
- Peer Tutoring for Math
- After School Support

- Academic/Extracurricular Activities and Clubs
- Academic Support Daily
- Technology (e.g. interactive projectors, 1:1 chromebook initiative, audio/visual aids, etc.)
- Student Success Plan
- Library Resources
- Summer Reading and Mathematics Programs
- School-Wide Core Values
- Hawk of the Day
- School-Wide Behavior Plan
- Peer Mentors
- Student Handbook
- START (Student Technology Assistance & Resource Team)
- 504 Plans
- Online Grading System
- Spelling Bee
- Community Collaborative Initiative (CCI) Monthly Collaborative
- Opportunity for Student Breaks
- Homeless Support
- Screening, Brief Intervention, and Referral to Treatment (SBIRT)

3. Direct and systematic instruction in reading for all students

- Accelerated Literacy Classes
- Use of WIDA Standards
- Remedial ELA/Literacy Support Classes
- Keys to Literacy® literacy strategies
- Audio versions of texts

4. Teacher mentoring and collaboration

- Teacher Induction Program/Assigned Mentors
- Professional Development
- Weekly Cluster/Department/Grade Level Meetings
- Monthly Department/Faculty Meetings
- Team Structure at Grades 6, 7 and 8
- Shared Repository of Curriculum Materials
- School Council
- Math Specialists
- Library/Media Specialists
- Special Education Teachers
- Curriculum Facilitators
- School Adjustment Counselors
- Guidance Counselors
- Related Service Providers
- Curriculum Maps

5. Parental involvement in their children's education

- Home Language Survey
- PTO Monthly Meeting and Events
- Parent Teacher Conferences
- Progress Meeting
- Fall Open House
- MMS® Parent Portal
- Connect-Ed
- Technology communication via various notification programs
- Refer Parents to Outside Health/Community Service Providers
- 6th Grade Parent Orientation
- Back to School Extravaganza

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.

Foundational Skills	Strategies
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Instructional

- Cueing (transition, beginning activities, ending activities) **(P)**
- Multimodal presentation of information **(P)**
- Hands-on/project-based activities **(P/R)**
- Chunking **(P)**
- Wait-time **(T)**
- Technology use **(P/R)**
- Changing length of instruction **(P/R)**
- Rubrics, checklists **(P)**
- Peer reviews **(P/R)**
- Provide models/templates **(P)**
- Provide word banks **(P)**
- Preview/Review assignments/vocabulary **(P)**
- Reteach **(P)**
- Check-ins **(P/R)**
- Connections to prior knowledge **(P)**
- Scaffolding content **(P)**
- Whole and part learning/teaching **(P)**
- Seating near the source of instruction/away from distractions **(S)**
- Use of positive reinforcement **(P)**
- Regular informal assessments (real-life based) **(P/R)**
- Use questioning to analyze student knowledge **(P/R)**
- Allow students to use technology **(P/R)**
- Guided notes **(P)**
- Highlight important concepts and material **(P)**
- Check for comprehension of directions **(P)**
- Assign tasks at instructional reading level **(P)**
- Work area free of distractions **(P/S)**
- Allow processing time **(P)**
- Encourage and use established routines **(P)**
- Provide opportunities for movement **(P/S)**
- Alternate quiet and active tasks **(P)**
- Timelines and checklists **(P/T)**
- Reasonable expectations **(P)**
- Use of a calculator/ multiplication chart/ number lines as needed **(P/R)**

**Assignments/
Assessments**

- Study Guides/ Reference Sheets/ Graphic Organizers **(P)**
- Use of a calculator/ multiplication chart/ number lines as needed **(P/R)**
- Use a multi-faceted approach to homework completion (online, paper copies, etc.) **(P/R)**
- Alternate Assessments (e.g. oral testing, mini project, computer based) **(P/R)**
- Test review (e.g. Jeopardy type games, study sessions) **(P)**
- Extended time if needed **(P/T)**
- Provide Exemplars **(P)**
- Encourage use of Peer Tutoring/ After School Help/ Academic Support **(P/R)**
- Manipulatives (hands-on or virtual) **(P)**
- Chunk lengthy assignments/projects **(P/T)**
- Shorten assessment/assignments as needed **(P/T)**
- Provide word banks as needed **(P)**
- Test corrections/retakes **(R)**
- Teach test-taking/study skills strategies **(P)**
- Posting of assignments and upcoming assessments online **(P)**
- Use of a variety of technology (e.g. videos, slide shows) **(P)**
- Clarify directions/expectations as needed **(P)**
- Seat student away from distractions as needed **(S)**
- Frequent check-ins and cues for understanding and focus **(P/R)**
- Highlight, label or underline written directions/important parts **(R)**
- Inform the student of the format of tests beforehand (ex. all multiple choice, how many open ended questions, etc.) **(P)**

<p>Work Habits/ Organizational</p>	<ul style="list-style-type: none"> ● Encourage peer tutoring (S/P/T) ● Technology resources: audiobooks, chromebooks, multimedia tools (S/P/T) ● After-school help (S/P/T) ● Homework Club (S/P/T) ● Provide agenda (P/R) ● Encourage assignment tracking/self tracking (P/R) ● Break assignments into small, clear steps (P/R) ● Provide due dates for separate steps (T/R) ● Progress reports (P) ● Clear, consistent instruction and expectations (P/T) ● Remove distractions (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)
<p>Behavioral, Social/Emotional</p>	<p>Motivational Strategies</p> <ul style="list-style-type: none"> ● Praise generously (P/R) ● Set goals as a class (P/R) ● Respond to student interests (P) ● 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) <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 needed (T) ● Access to support staff when needed (P) ● Mobile use of classroom space for both teachers and students (S) <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 and support staff when needed **(P)**

Social Development

- Utilize cooperative learning activities **(R)**
- Model and encourage productive conversation **(P/R)**
- Encourage empathy **(P)**
- Model conflict resolution **(P)**