

Peabody Veterans Memorial High School



District Curriculum Accommodation Plan (DCAP)

2019-2020

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 Peabody Veterans Memorial:

Peabody Veterans Memorial High School, a comprehensive High School, in partnership with family and community, provides a challenging and relevant curriculum in a safe, personalized, learning environment that promotes respect and tolerance while encouraging all students to set high standards, achieve academic success, and continue to learn and contribute to society.

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District Curriculum Accommodation Plan Overview

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 and Community Based Supports

The following tools, resources and services are available to all educators at Peabody Veterans Memorial High School in order to meet the needs of diverse learners.

- Assistance to Educators to Analyze and Accommodate Various Students' Learning Needs

- Reading Specialist
- School Psychologist
- Nurse
- Special Education Teacher
- Building Level Administration
- Crisis Team
- Guidance Counselors
- Adjustment Counselors
- Health Clinic Counselors
- Paraprofessionals
- School Resource Officers
- ELL Services/Sheltered English Instruction
- W-APT
- WIDA Standards
- ACCESS Test
- MCAS Support Classes (both during and after school)

- Support Services Available to Students Through the Regular Education Program

- Health Clinic Drug and Alcohol and Behavioral Counselors
- Individual Health Care Plans based on need of student
- Health Clinic Questionnaire
- 504 Plans
- Progress Reports via MMS Online Grading
- Home Tutoring
- MCAS Preparatory & Remediation
- Peabody Learning Academy (PLA)
- Edgenuity
- Peabody Alternative Night School (PANS)
- National Honor Society Peer Tutoring

- Work Study
 - Career Technical Education Program (CTE)
 - Guidance Counselors
 - Deans of Students
 - CCI Monthly Collaborative
 - School Handbook
 - Opportunity for student breaks
 - Peer Mediations
 - Gay-Straight Alliance
 - Captain's Council
 - Transitional Partners
 - Homeless Support
 - Truancy Officer
 - Safe Zones
- Direct and Systematic Instruction in Reading for All Students
 - Guided readings
 - MCAS Preparatory & Remediation
 - Small Group Instruction
 - Assistive Technology Options
 - Flipped Classroom
 - Vision Accommodations
 - Use of WIDA Standards
- Teacher Mentoring and Collaboration
 - Co-teaching
 - Faculty and Departmental Meeting
 - School Council
 - Teacher Mentoring Program
 - CTE Committees
 - Simon Youth Foundation
 - Administrative Cabinet Meetings
 - Faculty Advisory Board
 - Handbook Committee
 - Culture Committee
 - DCAP Committee

- Parental and Community Involvement
 - Google Classroom
 - School Council
 - Progress Reports via MMS Online Grading
 - Report Cards, Mailed Quarterly
 - Instructional Support Team (IST) Process
 - District, PVMHS, and teacher websites
 - Home Tutoring Process
 - 504 Plans
 - Individual Health Care Plans based on need of students
 - Career Day
 - College Fair
 - Financial Aid Night
 - Parent Orientation Night
 - Parent/Teacher Conference Nights
 - Healthy Peabody Collaborative
 - Health Advisory Council
 - Student Government Day
 - Distributive Education Clubs of America (DECA)
 - Community Service Graduation Requirement
 - Captains Council

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.

<u>Foundational Skill</u>	<u>Strategies</u>
Writing	<ul style="list-style-type: none"> • Accessibility to tools (P/S) • Exemplars and models (P) • Revisit skills frequently (T) • Use of familiar formats and structures (P) • Exposure of strong models, anchor text, anchor charts (P) • Direct instruction of writing process and editing skills (P) • Revisit a piece of writing to improve, edit and revise rather than many different writing pieces (R) • Think-alouds of metacognition (explain thinking as you write) (R) • Graphic organizers (P) • Use of technology, computers, Chromebooks (P/R) • Fill in the blank paragraph (P/R)

	<ul style="list-style-type: none"> • Use of a checklist of writing mechanics and features (P) • Confer between teacher-student and/or student-student (P/S)
<p>Literacy</p>	<ul style="list-style-type: none"> • Teacher read-aloud/think-aloud to model fluency and internal thought processes for comprehension and inferencing (P) • Create vocabulary lists based on contextual reading (P) • Word walls for vocabulary and MCAS words (P) • Pre-reading, class discussions, brainstorm, predictions, clarify purpose for reading text, create story outline or overview) (P/R) • Character maps to determine relationships in reading (P) • Support students making text-to-text, text-to-self, and text-to-world connections (S/R) • Make use of adaptive texts (such as <i>No Fear Shakespeare</i>) for language challenges (P) • Provide visuals/movie clips for clarification, further enrichment (P) • Review text features to support reading comprehension (pictures, graphics, tables, etc.) (P) • Confer teacher-to-student and/or student-to-student to encourage reluctant readers (P/S) • Employ partner and individual reading opportunities (S/R)
<p>Math</p>	<ul style="list-style-type: none"> • Allow students to use calculator, number lines, multiplication tables, or reference sheets (MCAS and 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) • Reduce the amount of language (P) • Provide vocabulary word and 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 and colored pens to make corrections during classwork and assessments (P/R) • Teach and encourage use of problem solving strategies (i.e. look

	<p>for a pattern, construct a table, make an organized list, act it out, draw a picture, use manipulatives, guess and check, work backwards, write an equation, solve a simpler/similar problem first, make a model, and eliminate possibilities) (P)</p> <ul style="list-style-type: none"> • Relate instruction/concepts to real world application (P) • Utilize cooperative groups to enhance math conversation (S) • Provide sample problems (P) • Remove individual pages from workbook (P) • Reduce the number of similar problems assigned (P) • Avoid anxiety of timed tests of math facts (T) • Give the final solution, ask for the work to get the solution (R) • Student made “study guide/note card” for assessments containing definitions or formulas (R) • Create a “how to” step-by-step guide for each skill (how to graph a quadratic in standard form, how to solve a system of linear equations using substitution) (P) • Use SmartBoards to complete interactive notes (P/S) • Color code solution steps (P/R)
<p>Work Habits (Study Skills, Executive Function Skills)</p>	<ul style="list-style-type: none"> • Graphic organizers/templates (P/R) • Agenda books (T) • Google Classroom (S/P/T/R) • Remind App (T) • MMS GradeBook (T) • Daily classroom routine (S/P) • Classroom orientation (S) • Binder checks (R) • Checklists (breakdown of steps) (P) • Access to online study tools and strategies (S/P) • Time management organizers (T) • Syllabus (P/T) • Post objectives and agenda (P/T) • Peer tutoring program (S/P) • After school help/make up (S/P/T/R)
<p>Behavior</p>	<ul style="list-style-type: none"> • Define clear expectations and consistently enforce them (P) • Explicitly teach expected behaviors, routines, and procedures of the classroom (P) • Reinforce student handbook behavioral expectations (P)

	<ul style="list-style-type: none"> • Create a behavior plan/contract with individual students, collaborate with the student to determine contract requirements, and use positive incentives for completion (P/R) • Preferential seating (close to instruction, away from distraction, etc.) (S) • Provide incentives (individual or class-wide) (P) • Respond to incentives (individual or class-wide) (R) • Frequent communication with parents, guidance, administration (P) • Avoid the use of confrontational techniques/Avoid power struggles. Praise in public, reprimand in private” (P) • Teacher movement/circulate around the learning space/physical proximity as an agreed upon cue for behavior and classroom participation (S/P) • Incorporate breaks (movement, sensory, task demand, etc.) (T/S) • Identify a familiar adult/space where the child can go to cool down or designate a “cooling off” location within the classroom (S/R) • Use prevention strategies when responding to patterns of behavior (P) • Withhold attention or responses to minor attention-seeking behaviors (P)
<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 (P) • Small group work (S/R)