WINCHESTER PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN

DCAP

2019

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Why do we have a District Curriculum Accommodation Plan?

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, collaboration and parental involvement.

(Massachusetts General Laws, Chapter 71, § 38Q1/2)

What does DCAP provide?

- Support for diverse learning styles through accommodation
- Strategies for children whose behavior may interfere with learning
- Encouragement of parental involvement
- Support for teacher collaboration and mentoring

This Curriculum Accommodation Plan outlines procedures, programs, and supports available and implemented within district schools.   The DCAP strengthens and improves the general education program for the benefit of all students.

Support and Intervention

Systems of Tiered Instruction (STI) A system used to screen, assess, identify, plan for, and provide interventions to any student at risk of school failure due to academic or behavioral needs. This process provides timely interventions to struggling students.

Student Support Teams (SST) SSTs provide a systematic and collaborative approach to identifying and addressing individual student needs. Each school's SST meets regularly to propose, plan, and analyze appropriate intervention.

Curriculum Accommodations

Accommodations are used to help students access the curriculum more effectively. They are provided within the general education classroom and may be available to any/all students. They provide a student with equal access to learning, along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be thought of as best educational practices. Accommodations typically fall under four key categories:

- **Setting** (location) Examples include small group, preferential seating or quiet location.
- **Presentation** (how the teacher shares information) Examples include visuals provided for verbal information, preview/repeat, or provide models.
- **Timing** Examples include time of day, length of time, extended time for assignments, "chunking" into smaller parts, or planning for time with student.
- **Response** (How the student shows understanding) Examples include use of graphic organizers, alternative writing methods, access to keyboarding and limited number of repeat question types.

Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or "specially designed instruction" and those are only appropriate for students on an Individualized Education Program (IEP).

Elementary Instructional Strategies

Winchester elementary teachers use instructional strategies to support a variety of student success in the general education classrooms.

Behavior Success Strategies

To improve transitions between activities:	To improve positive group participation skills:
● Keep routines structured ● Post expected rules and behavior ● Post the schedule for the day ● Cue student prior to transitions ● Allow the student opportunities for movement and sensory breaks **To improve ability to attend to verbal information:** ● Break longer presentations into shorter units ● Use graphic organizers ● Allow student to copy notes from a peer ● Provide an outline of lesson ● Use headphones ● Reduce visual distractions in the room ● Send home extra set of texts ● Use flexible seating ● Provide pictures and/or other visual cues	● Provide choices for student ● Allow rehearsal opportunities ● Provide a "cool down" space ● Use regular feedback system between home and school ● Give specific feedback to student when student was successful ● Use a written behavior contract with the student ● Use role-play to teach appropriate behaviors ● Adjust classroom schedule ● Create and provide social story

Reading Success Strategies

To improve phonological awareness, the listed activities/instruction is given in a small group:	To improve decoding skills:
● Oral rhyming activities ● Segmenting words into sounds ● Blending orally presented phonemes into words ● Identifying spoken words with same initial sounds	● Provide a vision screening ● Use multi-sensory instruction ● Use word families ● Use a variety of texts ● Use cues for sound blending ● Repeat phonics rules verbally ● Segment words (whole to part) ● Use questions to guide reading **To improve vocabulary acquisition:** ● Sort words into basic categories

- Segmenting spoken words into syllables

To improve fluency:

- Model fluent reading
- Multiple read of the same text
- Choral reading
- Partner reading

To improve reading comprehension skills:

- Read stories with predictable text
- Pre-read story to student
- Re-read favorite stories and independent leveled text
- Teach story structures
- Use sequence pictures then retell story
- Use high interest texts at instructional and independent reading levels
- Finish incomplete stories
- Answer questions orally
- Highlight key concepts in text
- List details in the story
- Summarize

To improve sight word recognition:

- Provide flash cards for practice/drill
- Send home word lists for practice
- Use a word wall/snap words
- Embed sight words across content areas
- Practice with multi-modal activities

- Classify categories of words
- Describe common objects
- Use known word in compound word
- Use dictionary/thesaurus to locate word meaning
- Use knowledge of word origins
- Pair with visuals
- embed vocabulary words into other curriculum areas

Writing Success Strategies

Word study:	**To improve letter formation:**
- Use sight words in a meaningful phrase - Embed spelling constructs within writing - Use same words for reading, spelling, and writing tasks - Allow student to spell into recording device - Reduce number of words tested - Test words orally - Make individualized word list to learn, using miscues from the student's work **To improve written expression:** - Model the writing process - Use word processor for written tasks - Prewriting skills, brainstorming, clustering, semantic mapping, and diagramming - Provide students with choice for writing topics - Help student get started on writing tasks - Peer and teacher feedback - Allow un-timed, written assessments - Encourage student to speak thoughts before writing - Use graphic organizers - Provide assistive technology, IE voice recognition, a scribe, if necessary	- Provide hand-strengthening activities (clay and squeeze ball) - Provide special paper (graph paper or wide line) - Use pencil grip - Use a variety of writing tools - Break up longer assignments into smaller chunks - Read back the student's work - Provide alphabet strips at seat - Reduce copying from board - Consider assistive technology for writing

Mathematics Success Strategies

To improve skills:	To improve the understanding of concepts:
- Assess for level of instruction - Encourage and model an inquiry-based learning environment - Encourage and model the use of math fact table and other resources - Encourage and model the use manipulatives, and a variety of hands-on materials - Encourage the use of fingers - Encourage and model the use of reference sheets, number lines, number grids **To improve ability to attend to important details:** - Highlight operational signs/key words - Use vertical lines/graph paper to organize work - Reduce the number of problems per page - Use a window overlay to isolate items on a page	- Design lessons that require critical problem-solving skills, exploration and discovery - Encourage and model an inquiry-based learning environment - Use concrete objects that students can manipulate - Design lessons that have real life applications and are student centered - Give extra time to explore and practice - Embed instruction of new vocabulary/terms within context of lessons/activities - Provide visuals and examples - Use simple consistent language - Provide instructional support - Use performance-based assessments - Connect and embed with other disciplines such as science and literature **To improve math fluency:** - Use mnemonic devices when possible - Use songs, rhymes - Utilize Number Talks - Avoid anxiety of timed math tests - Use motivating and engaging games for practice

Personnel Resources

The following positions provide consultation, support and intervention for all students.

School Psychologist provides consultation and support to teachers, parents, and students on academic, behavioral, and/or social issues. They also complete formal evaluations, and staff training as needed.

School nurses consult with staff, communicate with parents, and provide direct service to students and staff.

Guidance Counselors (secondary) provide teacher consultation, support students and families, and act as the liaison for social/community agencies.

Adjustment Counselors (secondary) provide teacher consultation and support students and families. They also may act as liaisons for community resources

Social Emotional Coaches (elementary) work with both teachers and whole classrooms to support social emotional growth. They also consult with Student Support Teams to problem solve and identify student's strengths and areas for growth.

School Resource Office (secondary) is a member of the Winchester Police department, who can assist in providing wrap-around community support for students and families.

Secondary Curriculum Accommodations

Develop relationships with your students
- Personally connect with your students each day
- Learn about who your students are outside of the classroom
- Begin with something positive in all feedback with students and parents

Present the big picture, make the educational connection clear
- Begin with an overview of topics to be covered each day, and give a brief review of previous lessons/lectures
- Present overarching themes/topics to provide students with a road map for each unit
- Be explicit on what you want students to know by the end of your lesson, unit and course

Develop a multi-modal and eclectic instructional repertoire
- Explain directions and assignments both orally and in writing
- Provide models of desired work products
- Provide active learning experiences

Establish predictable classroom routines
- Post the daily schedule and objective so that the students can follow along easily
- Provide a predictable week so that the students will know in advance what to expect on different days and parts of the day
- Allow enough time to fully explain the homework and leave time for questions
- Provide homework in hand-outs, as well as available online

- Offer alternatives to student note-taking (i.e., guided notes, recording devices or electronic copies)
- Provide highlighters and a variety of graph and line paper

Continually check for understanding
- Provide periodic summaries during lecture
- Give progress-monitoring assessments
- Randomly check student understanding throughout the lesson

Provide organizational support for classwork, homework, projects and tests
- Post materials online for easy reference
- Provide checklist students can use to organize themselves for assignments
- Provide a timeline for long-range assignments
- Provide unit calendar and/or weekly syllabus; including critical information such as reading deadlines, quizzes, tests, and project due dates

- Help students develop strategies for note taking, outlining, comprehending challenging text, and writing papers and/or lab reports
- Use rubrics and clear expectations on all projects

Encourage the use of technologies
- Calculator, spell-check, books on tape, etc.

Assess with varied techniques
- Allow students to clarify or rephrase a test/exam question in their own words to check for understanding
- Provide extra time for test completion as needed, reduce the number of questions for some individuals

- Consider oral tests, written tests, portfolios, performance evaluations, and alternate test setting Preview sample test
- Provide opportunity for retest or rewrite
- Identify errors on assessments and provide students with opportunity to review and make corrections

High School Curriculum Accommodations
The following is a list of recommended accommodations. Consideration of use of any of these accommodations, or others, should be done in consultation with the student and any other service providers working with the student.

Physical
- New seating location
- Provide stress-release activities
- Use visual and auditory supports
- Experiment with use of space
- Remove distractions
- Separate setting
- Alternative seating choices i.e standing, different chair, etc
- Allow motor breaks with specific guidelines

Organizational
- Seek parental feedback and assistance
- Provide frequent progress reports/check ins
- Create individualized organization systems i.e. binders, notebooks, etc
- Utilize agenda planner on paper or electronically
- Provide blank monthly calendar
- Calendar to coordinate test dates
- Request support from guidance counselor or adjustment counselor

Academic
- Offer academic support before or after school, during WIN, during studies, or by appointment with student
- Use peer tutoring
- Utilize study groups
- Assist with finding mentors

Behavioral
- Define expectations
- Utilize behavior plans or class contracts
- Meet with student, perhaps with other service provider present
- Record observable data on student behavior
- Review effective classroom management strategies
- Consult with other teachers
- Consult with guidance and adjustment counselor
- Seek administrative support
- Build positive relationship with student
- Provide opportunities for learning, reflection, and restoration in disciplinary matters

Technology
- Allow use of books on tape
- Allow students to type instead of handwriting (note-taking, assessment, assignments)
- Suggest/provide online resources for academics support and enrichment

Instruction
- Model new concepts
- Provide study guides, review packets/review opportunities
- Breakdown or "chunk" information
- Create timelines and student checklists for long-term projects
- Monitor student progress on long term projects
- Provide written and auditory directions
- Record homework assignments on board/website/syllabus/etc, as well as verbally
- Use manipulatives or hands on activities for learning
- Provide visual supports/exemplars
- Use graphic organizers
- Use rubrics
- Use multi-modal teaching strategies
- Identify students' learning style
- Consider adjusting length, content, timeline, expectations of assignments
- Use cooperative learning opportunities
- Provide small group instruction in separate setting
- Teach test taking, note taking, and study strategies, such as flash cards
- Provide practice time

Assessment
- Provide extended time
- Provide opportunities for retesting
- Allow oral testing
- Provide alternative assessments focused on students learning style/strengths
- Have flexibility in assessment timelines based on student needs
- Offer test review sessions