

Amesbury Public Schools

District Curriculum Accommodation Plan

1. Vision/Mission

Amesbury Public Schools (APS) is proud of the diversity and dedication of students and staff that are part of our education system. This District Curriculum Accommodation Plan (DCAP) is founded on the vision and mission of APS.

Vision: *Our vision is that the Amesbury Public Schools will be highly valued for its academic excellence which is built upon a culture that respects individuality while socially, emotionally, physically, and intellectually preparing students to create and innovate within a rapidly changing world.*

Mission: *The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.*

2. Legal Requirement

A District Curriculum Accommodation Plan is a document to ensure a system-wide, uniform approach to the process of identifying general education students with diverse learning styles that are not being addressed through Section 504, English Language Learner (ELL) or special education services, helping teachers select and utilize accommodations focused on student improvement and achievement and assisting in the implementation of state law, Chapter 71, Section 38Q1/2.

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.”

3. What is a DCAP?

The DCAP is a resource intended to guide teachers, principals and support staff to ensure that every possible effort is made to meet ALL students’ diverse learning styles in general education. As a publicly available document, it serves as a communication

tool regarding how we address the learning styles and needs of all students in APS. This plan promotes the vision of Amesbury Public Schools in our unconditional commitment to every child. Through supporting teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school, this DCAP will help teachers to support and differentiate instruction for all students through the identification and implementation of best practices, teaching strategies, and access to resources.

4. What is the purpose of the DCAP?

- To support Amesbury Public School mission of unconditional commitment to every child;
- To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom;
- To identify general education services, support, and instructional delivery options available across all settings;
- To document instructional interventions available for all learners;
- To outline resources available to educators in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching;
- To provide a list of accommodations as a resource to meet the diverse learning styles and needs of all students and;
- To encourage parental involvement in their child's education.

5. Response to Intervention (RtI)

Amesbury Public Schools is dedicated to meeting the diverse needs of our student population. Teachers, paraprofessionals and support staff are committed to providing all students with a Three-Tiered Response to Intervention Model for screening and identification of students who experience academic, social emotional and/or behavioral difficulties and who are in need of accommodations and/or targeted interventions. The tiers represent a continuum of academic and non-academic supports. A team based approach is used to identify student needs, develop a plan of action, implement a plan and monitor progress. The District Curriculum Accommodation Plan (DCAP) is utilized as part of the first two tiers of RTI.

The information below provides an overview for staff to access and use this Response to Intervention System of support.

What is RtI?

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and

specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement. Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for

Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

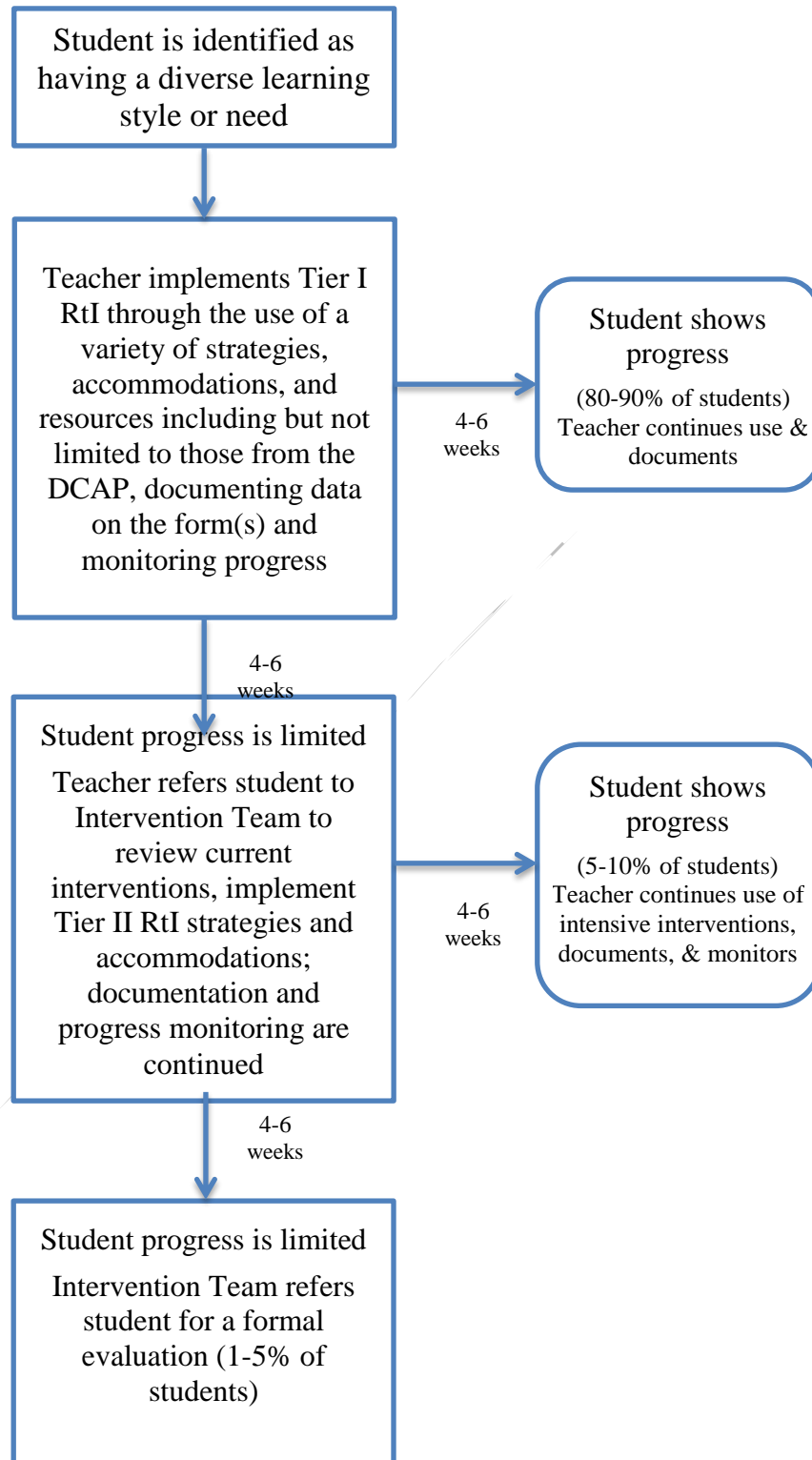
It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

**RTI information contributed by the RTI Action Network copyright 2011 National Center for Learning Disabilities, Inc.*

6. Flowchart

The purpose of the following flowchart is to visually demonstrate the method by which students in the Amesbury Public Schools move through the RtI process and the ways in which the DCAP supports that progression. It is vital to understand that the accommodations and interventions provided through the DCAP at the Tier I and II levels of the RtI process are general education initiatives, available to any student requiring such supports.



7. Accommodations

Accommodations are provided by teachers to support access to general education.

Accommodations may be considered as a means for providing differentiated instruction that is responsive to a variety of learning styles. Because of the basic nature and ease of implementation, specialized training is not required in order for an educator to provide accommodations. Moreover, many accommodations are common-sense approaches for responding to the learning styles and/or needs of students with or without disabilities.

Accommodations are closely aligned with best practices and differentiated instruction and are implemented by all teachers in the general education setting. Use of accommodations allows students to access general education as well as the ability to demonstrate their knowledge. Accommodations are typically organized into the following four categories:

Setting: Making purposeful determinations for change in the **environment** for a student

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

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

Response: Making purposeful determinations for **how a student provides information** to the teacher or others

Accommodations are not modifications to the content, instruction, and/or performance criteria. The goal of these accommodations is to meet the diverse learning styles and needs of individual students.

8. Possible Accommodations:

On the following pages is a list of accommodations that support access to general education. This list is not intended to be exhaustive but rather highlights possibilities. For ease of reference, these accommodations have been identified by type: Presentation, Response, Setting and Timing/Scheduling.

Writing

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Scheduling</u>
<p>Reduced quantity of spelling words Grammar & spell check Binder/slant board Graphic organizers Checklist (editing, Focus Correction Areas, etc) Note-taking format Word bank/wall Exemplars Sentence starters/prompting Color-coded paragraph, story Rapid constructive feedback Peer read aloud for fluency Rubrics Use of highlighters Storyboard, pictures in sequence Anchor new knowledge to old Dictation to younger students Break assignments into smaller parts Peer edit Use humor</p>	<p>Reduced quantity of spelling words Grammar/spell check Graphic organizers Checklists (editing, Focus Correction Areas, etc) Fill in the blank Pencil grip Lined paper Keyboarding option Use of highlighters Story board/sequencing strips Dictation from student</p>	<p>Seated with peer models Small group setting Quiet space</p>	<p>Extended time Breaks</p>

Reading

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Schedule</u>
<p>Audio books Read aloud (to peers) Reduce amount or level of text Paraphrase what was read, summarize Questioning strategies Frequent checks for understanding High-interest materials/choices Graphic organizers to support understanding Chunking Strategy handbook/cheat sheet Access to instructional tech/media Use multi-sensory techniques Tracking device/highlighting Use of multiple choice in assessment Letter chart/models Focusing checklist (student/task specific) Sight word/vocabulary wall or bank Peer model/tutor/coach</p>	<p>Read aloud (to peers) Paraphrase what was read, summarize Graphic organizers to support understanding Access to instructional tech/media Tracking device/highlighting Use of multiple choice in assessment Focusing checklist (student/task specific)</p>	<p>Read aloud (to peers) High-interest materials/choices Access to instructional tech/media Sight word/vocabulary wall or bank Peer model/tutor/coach Seated with peer models Small group setting Quiet space Assigned personal reading spot</p>	<p>Chunking Extended time Breaks</p>

Study Skills

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Scheduling</u>
<p>Agenda/assignment notebook, parent sign-off</p> <p>Schedule (written/visual)</p> <p>Break up assignments/extended time for longer assignments/establish varied due dates</p> <p>Checklist (variety of types)</p> <p>Study buddy/peer model</p> <p>Study guide-provision of teacher/student notes</p> <p>Note-taking skills-provide model /organization/scaffold</p> <p>Desk/locker cleanout/map</p> <p>Mnemonic device</p>	<p>Break up assignments/extended time for longer assignments/establish varied due dates</p> <p>Study buddy/peer model</p> <p>Study guide-provision of teacher/student notes</p> <p>Note-taking skills-provide model /organization/scaffold</p> <p>Desk/locker cleanout/map</p> <p>Mnemonic device</p> <p>Study plan/place at home</p>	<p>Quiet/separate space</p> <p>Environmental changes (lights/desk/chair/etc)</p> <p>Study plan/place at home</p>	<p>Break up assignments/extended time for longer assignments/establish varied due dates</p> <p>Adjust schedule to fit in a study block</p>

Behavioral/Social/Emotional

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Schedule</u>
<p>Notify of upcoming routine/schedule changes</p> <p>Roll play/brainstorm upcoming possible issues</p> <p>Visual/written schedules</p> <p>Visuals for feelings</p> <p>Pos. reinforcement for appropriate behavior</p> <p>'I' statements, 'if...then' statement/chart</p> <p>Acknowledge emotional state/restating so that students understand</p> <p>Teach consistent reinforced rules of behavior</p> <p>Check-ins with guidance/support staff</p> <p>Comm. book</p> <p>Student/parent collaboration</p> <p>Access to counselor /safe space</p> <p>Clearly defined expectations</p> <p>Visual/verbal cues</p> <p>Goal setting/realistic, attainable goals</p> <p>Classroom norms/rules</p> <p>Choice provisions</p> <p>Mediation</p> <p>Hallway pass for decompressing</p>	<p>Roll play/brainstorm upcoming possible issues</p> <p>Visuals for feelings</p> <p>Positive reinforcement for appropriate behaviors</p> <p>'I' statements, 'if...then' statements/charts</p> <p>Acknowledge emotional state/restating so that the students understand</p> <p>Teach consistent reinforced rules of behavior</p> <p>Check-ins with guidance/support staff</p> <p>Communication book</p> <p>Student/parent collaboration</p> <p>Access to counselor/safe space</p> <p>Clearly defined expectations</p> <p>Peer models</p> <p>Visual or verbal cues</p> <p>Classroom norms/rules</p> <p>Hallway pass for decompressing</p> <p>Mediation</p>	<p>Access to counselor/safe space out of room</p> <p>Check-ins with guidance/support staff</p> <p>Preferential seating/flexible</p> <p>Hallway pass for decompressing</p>	<p>Visual written schedules</p> <p>Check-in with guidance/support staff</p> <p>Access to counselor/safe space</p> <p>Hallway pass for decompressing</p>

Speaking/Listening - Expressive/Receptive

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Scheduling</u>
Directions in a variety of ways Reduced distractions Wait time Eye contact Story board Small group practice session Advanced notice of verbal questions (personalized) Limit language Picture/visual cues Icons to support communication Model Technology	Repeating back Eye contact Practice with familiar adult Advanced notice of verbal questions personalized Share with peers Small group presentation skills Icons to support communication Technology Write answers vs. speak Multiple choice answers vs. open response PVC pipe phone Voice to text Text to voice	Sound field system Amplification White noise machine Music Preferential seating	Wait time

Organization & Attention

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Scheduling</u>
Planner/agenda/syllabi Color-coded materials Checklists Check-ins Cues Communication log-home/school Motor breaks/movement-BrainGym, GoNoodle, Schedule Keep set of materials in classroom and/or at home Chunking material/content/assignment Peer model Paper-lined, margins, etc Modeling organization-pictures/visuals Standards-based instruction Graphic organizers Establish consistent routines Aspen/X2 check-in on progress of work Positive reinforcement Advanced notice of transitions	Planner/agenda/syllabi Checklists Check-ins Communication log-home/school Motor breaks/movement-BrainGym, GoNoodle, Peer model Paper-lined, margins, etc Modeling organization-pictures/visuals Standards-based instruction Graphic organizers Aspen/X2 check-in on progress of work Repeat back instructions	Motor breaks Flexible seating/seat choice Fidget toys Quiet workspace Standing Headphones Study carrel FM/amplification systems	Motor breaks Modeling organization-pictures/visuals Additional transition time Advanced notice of transition

Gross/Fine/Visual/Sensory/Motor Skills

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Time</u>
<p> Simulations Cue/preview event and schedules Slant chart/binder Graph paper Letter/number chart Highlights on keyboards Tracking devices Adult modeled motor movements Technology Large Print </p>	<p> Graph paper Technology Pencil grips Chewing Gum/fidget gadget Painting/Coloring/ Drawing Movement breaks </p>	<p> Pencil grips Yellow tape on stairs/marketing for visual impairments Painting/Coloring/ Drawing Smaller gym balls, thicker pencils Velcro ® Stools, alternate seating, bean bag Therabands ™ Noise canceling/tennis balls/chairs/headphones Less stimulating environment Large Print Ambulatory acc'ns Sand Table Shaving Cream Blocks Movement breaks </p>	<p>Movement Breaks</p>

Mathematics

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Scheduling</u>
Number lines/charts/models/graphic organizers Peer tutor/model Small group instruction Chunk assignments/shorten assignments Provide visual model Multi-sensory opportunities for learning/manipulatives Increased opportunities for practice Limit language/instructions Preview concepts/vocabulary with visuals Reduce homework/parents sign off on homework Calculator Real life examples 3-D models Concrete/pictorial/abstract modeling/ teacher model Checklist for single/multiple step problem solving Reinforce/review of previously taught concepts, scaffolding Frequent checks for understanding Think/Pair/Share Manipulatives Flashcards Reference Sheet	Reduce homework/parents sign off on homework Calculator Checklist for single/multiple step problem solving Student explains thinking Think/Pair/Share Wait time	Small group instruction Quiet space	Reduce homework/parents sign off on homework Wait time

9. What resources we have

Within the framework of APS, we have a wide array of approaches and strategies that exist at the elementary, middle and high school levels to support staff in engaging all learners.

Parent/Community Involvement

District-wide Parent/Community Involvement

- AEFI
- Aspen/Parent Portal
- Parent Conferences
- PTO/PAG
- Pettengill House
- Open House / Celebration of Learning
- Fall Parent Meetings / Orientation
- School Resource Officers (SRO's)
- Rotary Club
- Teacher Websites
- School Council
- Field Trips
- Girls Inc.

Level Specific Parent/Community Involvement

Elementary	Middle	High
<ul style="list-style-type: none"> • Guest Readers • Newsletters • Parent Volunteers • Grade Level Performance • Senior Center • Chorus and DI in Santa Parade • Our Neighbor's Table • PreK/K Screening • Jump Rope for Heart 	<ul style="list-style-type: none"> • Howework • Hotline/Nightly email • Lowell's Boat Shop • Google Classroom • Drama/Art Events • Jeannie Geiger Crisis Center • CARE Program 	<ul style="list-style-type: none"> • Teacher email • Lowell's Boat Shop • Google Classroom • Sing Out • FAFSA • Graduation • Baccalaureate • P/G Support • Principal Twitter / Instagram

Direct and Systematic Instruction

District-wide Direct and Systematic Instruction

- Go Math®
- John Collins©
- Sheltered English Immersion
- Second Steps©/ Steps to Respect

Level Specific Direct and Systematic Instruction

Elementary	Middle	High
<ul style="list-style-type: none"> • Title 1 • Foundations® • Reading Street©/ Sidewalks© • Reading A to Z© • RAZ Kids© • Just Words® • Lexia / Core V • Math Perspectives© 	<ul style="list-style-type: none"> • Lexia / Core V • Balanced Literacy (TLA) • Science Journals • Xtra Math • Study Island • Quizlet 	<ul style="list-style-type: none"> • Mentors in Violence Prevention • Innovation High School • Edmentum • Catch Up Math • Vocabulary.com • Quizlet • Electives • AP Bio, ELA, History

Teacher Mentoring and Collaboration

District-wide Teacher Mentoring and Collaboration

- School Psychologist
- Speech/Language Staff
- OT Staff
- PT Staff
- BCBA Staff
- Teacher Induction/Mentoring Program
- Intervention Team
- Faculty Meetings
- Professional Development/PRT Days
- Pettengill House
- School Resource Officers
- Curriculum Development
- Interns/Student Teachers
- Special Education Staff

Level Specific Teacher Mentoring and Collaboration

Elementary	Middle	High
<ul style="list-style-type: none"> • Book Groups • Building Coordinator • Grade Level Meetings • Leadership Team • Book Groups 	<ul style="list-style-type: none"> • Lab Classrooms • Common Planning Time • STAR Team • Inclusion Teaching Model • Brad Ford Nature Trail • Lowell's Boat Shop 	<ul style="list-style-type: none"> • Department Meetings • Professional Learning Communities • Co-Curriculum Development • Learning Walks • Cross Curricular Field Trips • EPP Improvement Plan • Co-Teaching / Inclusion Model • Department Meetings

Appropriate Services and Support

District-wide Appropriate Services and Support

- Guidance Counselors
- Adjustment Counselors
- Clubs and Activities
- Small Groups
- Before and After School Support
- Free and reduced lunch and breakfast
- Pettingill House
- Nurses
- Student Resource Officers
- IPADS/Chromebooks
- Inclusion

Level Specific Appropriate Services and Support

Elementary	Middle	High
<ul style="list-style-type: none"> • Title I • Lexia Core V • Intervention block • Lunch Bunch • Literacy Camp • ELL (CES) • Study Island(CES) • Skills Group • IKL.com (AES) • PAX (AES) • Responsive Classroom • XtraMath 	<ul style="list-style-type: none"> • Lexia/Core V • Study Island • Curriculum Enrichment/Student Support • EAST Environment • Mass CIS/College/Career 	<ul style="list-style-type: none"> • Job Coach • College Fair • Early College/Dual Enrollment Intervention • Amesbury Innovation High School • Sports

Analyzing and Accommodating Diverse Learning Needs

District-wide Analyzing and Accommodating Diverse Learning Needs

- Standardized/Normed/Informal Assessments (Reading, Math, Writing, Behavioral)
- School Psychologist
- Adjustment Counselor
- English Language Learner Teacher
- Curriculum enrichment
- Common Planning Time
- Intervention Team
- RtI/Tiered Support

School-Wide Analyzing and Accommodating Diverse Learning Needs

Elementary	Middle	High
<ul style="list-style-type: none"> • Leadership team • Data Team /Prof. Study Team • Parent Survey 	<ul style="list-style-type: none"> • Balanced Literacy/TLA • Accountable Talk 	<ul style="list-style-type: none"> • Learning Styles Inventory • Career Interest Inventory • Transition Plans • Academic Plan/Course selection • On-Line Learning Environment • Advanced Placement Study Group • Amesbury Innovation High School

10. Using it and Accessing it:

- A. Making everyone aware of it by:
 - a. Leadership Team (District and Building)
 - b. Topic at staff meetings
 - c. Professional Development
- B. How/When DCAP is used
 - a. Ongoing in the general education setting (aligned with Best Practices)
 - b. Based on diverse learning styles/needs
 - c. In advance of IT/CST meetings
 - d. Teacher resource for Parent/Teacher Conferences
- C. How educators access it:
 - a. On APS website (easily located)
 - b. Hard copies (Main Office, Library)
 - c. Within the Staff Handbook
- D. How students access
 - a. As part of transition planning
- E. How parents access
 - a. On APS website (easily located)
- F. When it will be reviewed/revised
 - a. Spring 2017 for feedback and survey
 - b. Reconvene DCAP committee – Spring 2017
 - c. Consider system of documentation now through Spring 2017

11. Supplemental Resources

<http://www.readwritethink.org/>

<http://www.edutopia.org/social-emotional-learning>

www.fcrr.org

www.crisisprevention.com

www.interventioncentral.org

www.understood.org

www.naesp.org