

Newton Public Schools

District Curriculum Accommodation Plan October 2013

Mass General Law 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 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 program 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."

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District Curriculum Accommodation Plan (DCAP)

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Acknowledgments: The 2013 Newton Public Schools District Curriculum Accommodation Plan is a result of the research and development by the Tiered Instruction & Intervention Team, which worked closely with principals, curriculum coordinators, and student service administrators to receive feedback on various drafts.

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Newton Public Schools District Curriculum Accommodation Plan (DCAP)

I. INTRODUCTION

Why have a DCAP?

In May 2012 the Commonwealth of Massachusetts adopted a law for school districts to implement a curriculum accommodation plan:

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 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 program 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.”

<http://www.malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38q1~2>

The purpose of the Newton Public Schools DCAP is to describe the strategies and resources available to administrators, classroom teachers and specialists to address the diverse learning needs of our students outside of special education. It is intended to be a foundation and an outline from which principals can adopt and adapt more specific building curriculum accommodation plans.

Included in this document are the following sections:

- DCAP Flow Chart: Identifying and Addressing the Needs of General Education Students
- Accommodations: Instructional Support Interventions
- Supports and Programs: District-wide Regular Education
- Appendices to extend and provide additional resources at each level – Elementary, Middle, and High School

Tiered Instruction and Intervention

Educators in the Newton Public Schools use a model of Tiered Instruction and Intervention to help ensure each student has the instructional and curricular program and supports they need to succeed in the general education setting.

Tiered Instruction and Intervention, also referred to as RtI or Response-to-Intervention, is predicated on the belief that if *“we devote our resources to assessing students’ exact instructional needs...then we will need to provide this instruction through collaboration between general and special education personnel to ensure that all students continue to have full access to the general education curriculum”* (Harry and Klinger (2007) Educational Leadership: Discarding the Deficit Model).

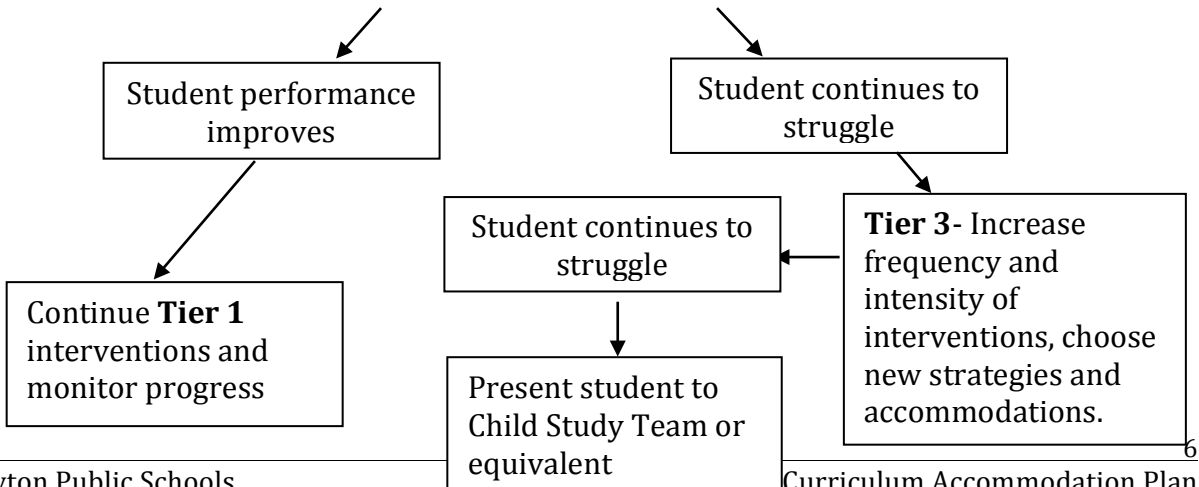
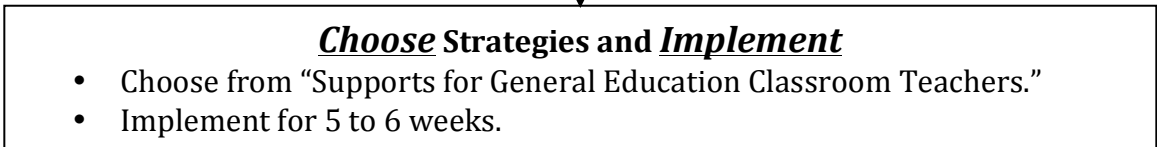
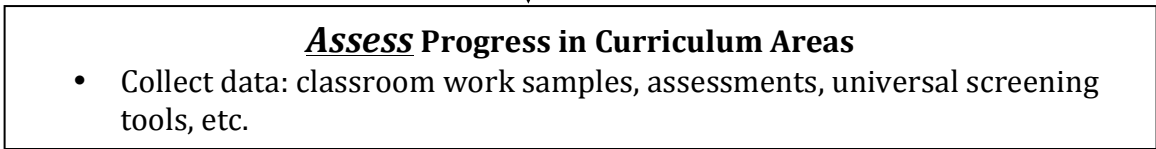
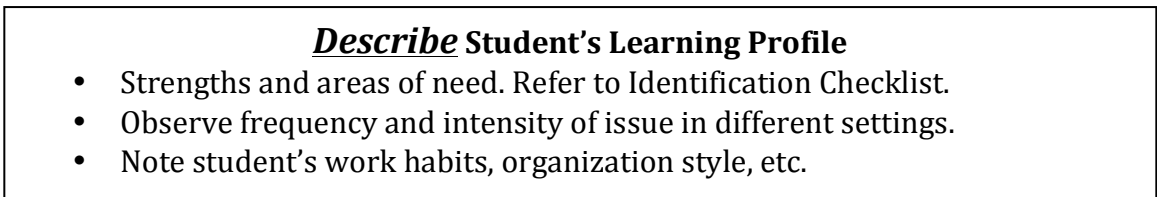
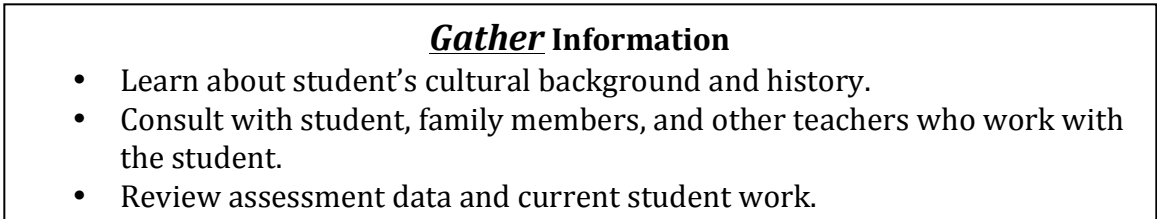
When students are not succeeding with the regular classroom curriculum, we first examine our own practice to ensure that our instructional practices, strategies, systems, rules, routines, assignments, climate, curricula, and programming are not the cause of the student’s lack of success. We ask: Does the student positively respond when we adopt and adapt best practices within the general education setting? We assess and carefully track their progress using data from formative and summative assessments and progress monitoring.

District and building curriculum accommodation plans provide the procedures and guidelines for general education teachers and special education personnel to collaborate on the instructional interventions and the data-driven decision-making that results moving students who are not meeting with success from Tier 1 to Tier 2, and then to Tier 3. Appendix A: Tiered Instruction and Intervention in NPS K-5 describes the process in more detail.

II. DCAP FLOW CHART

What is the process for identifying and addressing the needs of regular education students?

Student is having difficulty in school with: Academics
Social/Emotional Behavior
Executive Functioning or
Organization
Communication



III. ACCOMMODATIONS

How do we determine instructional support interventions?

Identification Checklist

Part of determining the best strategies to support a student in the general education classroom is to identify the student's strengths and challenges. Identify the student's level for each behavior or skill. Other items may be added as appropriate.

Academic Profile

	Exceeds expectation	Meets expectation	Sometimes meets expectations	Rarely meets expectations	N/A
Oral expression					
Listening comprehension and language processing fluency					
Vocabulary and concept knowledge					
Language features: grammar, syntax, text structures					
Written expression and production, idea development, writing stamina and fluency					
Phonemic Awareness					
Phonics, decoding, spelling					
Reading fluency					
Reading comprehension					
Math computation					
Math reasoning					

Social/Emotional Behavior Profile

	Exceeds expectation	Meets expectation	Sometimes meets expectations	Rarely meets expectations	N/A
Gets along well with peers in structured situations					
Gets along well with peers in unstructured situations					
Speaks appropriately at appropriate times					
Is able to self advocate					
Can resolve conflicts with peers					
Behaves appropriately to the situation					
Is sensitive to the needs/feelings of others					
<i>Add items with school psychologist, Special Educators and ELL Teachers as needed</i>					

Executive Functioning and Organization Profile

	Exceeds expectation	Meets expectation	Sometimes meets expectations	Rarely meets expectations	N/A
Is focused and alert during whole group activities					
Initiates work independently					
Completes work independently					
Sits still for an appropriate length of time					
Performs consistently					
Can focus on low interest tasks					
Self-monitors work					
Self-monitors behavior					
Works at appropriate speed					
Transitions well					
Keeps belongings, supplies, resources organized					
Retains new information					
Remembers routines					
Can manage multi-component tasks					
Organizes and produces ideas fluently in speaking and in writing					
<i>Add items with school psychologist, Special Educators and ELL Teachers as needed</i>					

Communication Profile

	Exceeds expectation	Meets expectation	Sometimes meets expectations	Rarely meets expectations	N/A
<i>Add items with school psychologist, Special Educators and ELL Teachers as needed</i>					

Teacher Observation Sheet (Tier 1 Tracker)

Student: _____ Grade: _____ Date: _____

Area(s) of Concern: Academic Behavioral/Emotional Organizational

Specific concerns: _____

Have you met with last year's teacher(s)? Yes Date: _____ No

Is the student or has the student ever been an ELL student? Yes Date: _____ No

Curriculum Accommodations

The following list is recommended, but not limited to these suggestions. Please indicate with a "check" whether strategy was successful or unsuccessful. If the strategy was unsuccessful, please explain the possible reasons in the comment section.

Academic Strategies	Date(s)	Successful	Unsuccessful
Access student's prior knowledge			
Adjust classroom space or seating			
Use activators to frame the lesson			
Begin lesson with an overview of topic/themes			
Provide agenda and content objectives			
Check for understanding throughout the lesson			
Preview, review academic and content vocabulary			
Explain directions orally and in writing			
Incorporate student-centered strategies			
Incorporate use of technology			
Make student's thinking visible			
Model learning strategies			
Offer peer teaching			

Academic Strategies	Date(s)	Successful	Unsuccessful
Differentiate instruction			
Breakdown tasks into smaller segments			
Provide frequent specific feedback			
Provide graphic organizers			
Provide exemplars of final products			
Provide modified reading level assignments			
Provide opportunities for revision			
Provide outlines or copy of class notes			
Provide wait time			
Provide visual/auditory aides			
Review previous lessons			
Scaffold instruction			
Shorten auditory/verbal instructions			
Teach/re-teach targeted skills and strategies			
Use manipulatives			
Use summarizers at the end of lesson			

Social/Emotional and Behavior Strategies	Date(s)	Successful	Unsuccessful
Allow frequent breaks			
Cultivate relationships with peers and faculty			
Cue student for change of behavior			
Develop behavior plans/student contracts			
Minimize distractions			
Re-establish academic rules and routines			
Schedule regular check-ins with guidance			

Assessment Strategies	Date(s)	Successful	Unsuccessful
Allow extra time or un-timed tests			
Allow oral tests			
Preview language of test questions			
Provide word bank			
Provide more frequent check-ins			
Provide alternate forms of assessment			
Provide study guides; outlines			

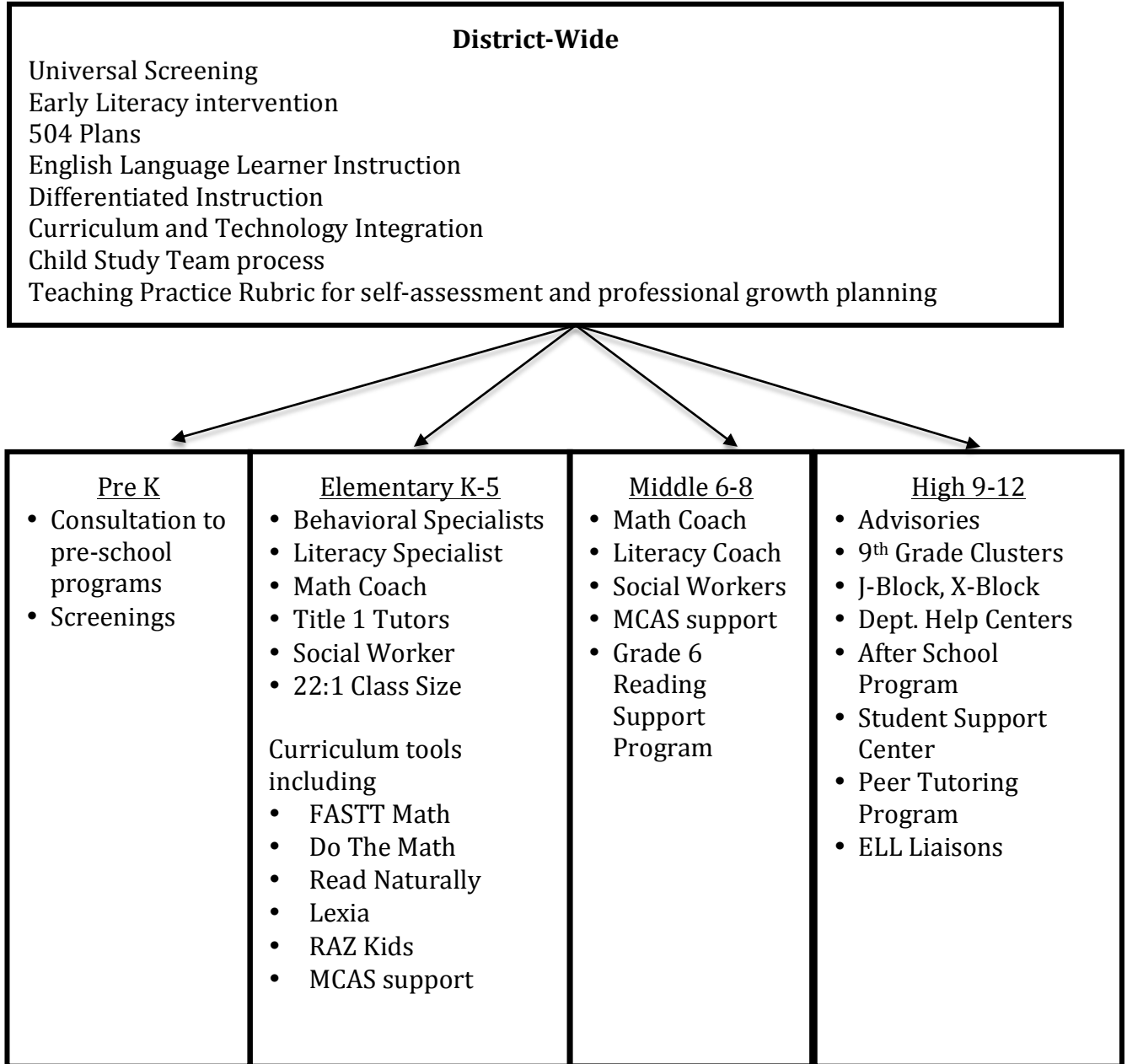
Executive Functioning and Organizational Strategies	Date(s)	Successful	Unsuccessful
Break down long assignments-provide timeline			
Establish frequent binder checks			
Use time management tools			
Post assignments and material on the web			
Provide checklists for organization			

Comments:

IV. SUPPORTS AND PROGRAMS

What supports and programs are available district-wide?

Student and Program Supports



Supports for Improving Teaching

Induction & Mentoring

- Two-day August Orientation for new teachers
- PK-5, Summer Curriculum Seminars for new teachers
- PK-12, Year 1 Programming – weekly meetings with mentor and 3 seminars with Mentor Coordinators
- PK-12 Courses for teachers in their first 5 years

Professional Learning

- Teaching Practice Rubric for self-assessment and growth planning
- Making Thinking Visible (MTV) embedded in all seminars
- Induction and Mentor Program for new teachers
- Skillful Teacher Course for new teachers
- Differentiated Instruction Courses
- Special Education Course for new teachers
- Empowering Multicultural Initiatives Courses
- English as a Second Language Courses and ongoing training
- PK-8 Curriculum Coordinator content seminars
- Summer Administrator Leadership Institute
- PLCs/GLDs in each School/Department
- Summer curriculum work
- Curriculum and Technology Integration training
- Open Circle training
- Steps to Respect training
- Anti-Bullying training
- Variety of seminars through EDCO
- Opportunities to attend conferences

Supports for English Language Learners

- WAPT and WIDA tools for initial identification
- ELL Family Resource Fair
- Translated documents
- Interpreters for meetings
- ELL Summer programming for entering K-12 students
- Sheltered English programming
- Immersion – push-in and pull-out programming
- Latina Liaison

Parent Involvement

- School Advisory Councils
- K-12 Parent Teacher Organizations
- Parent information nights (Back to School Nights, etc.)
- School transition meetings
- School news and websites
- Classroom news and websites