



Weston Public Schools

DISTRICT

CURRICULUM ACCOMMODATION

PLAN

2018-2019



Why do we have a District Curriculum Accommodation Plan (DCAP)?

It is the law.

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.

Mass General Laws, Chapter 71, Section 59C

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.



What does a DCAP ensure?

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAPs) to help ensure all efforts have been made to meet students' needs in general education. The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the general classroom;
- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and supports within the general education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to general education staff through professional development and collaboration.

This Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program **for the benefit of all students.**



What is in Weston Public School's DCAP?

The Weston Public School's DCAP is a **comprehensive plan** that includes the following components:

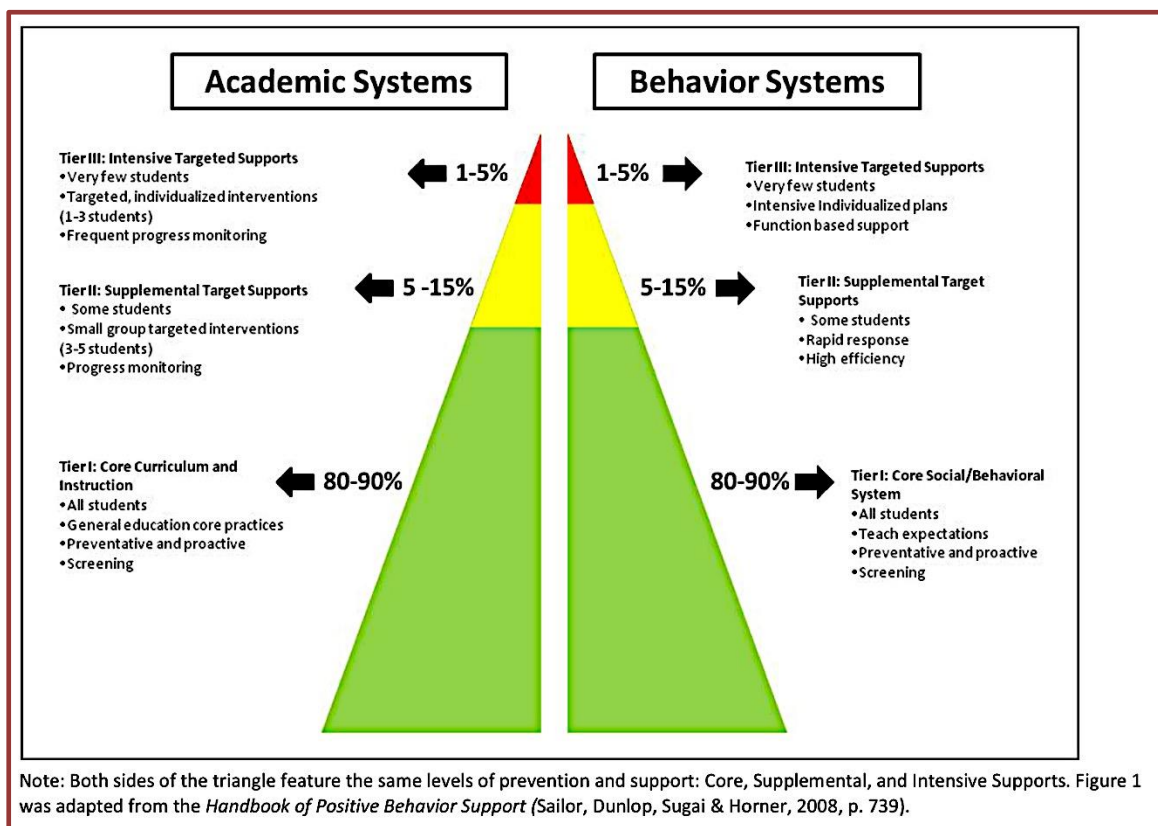
- **Building-based Response to Intervention/Instructional Support Teams** that meet on a weekly basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The Team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the **services of many specialists** for the purpose of assisting students who need extra support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Weston Public Schools provides a **mentoring program for all first year educators**. Year one staff participate in a year-long Induction Program as well as work with a veteran teacher on a one to one basis.
- **Professional Development** is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- **Ongoing academic support** is available at the building level. These opportunities are provided by Title 1, METCO, individual grants, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- Staff are able to provide **individual accommodations to students on an as needed basis and specific to the content of a situation**. This document includes curriculum accommodation for elementary, middle and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. 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 staff may choose to implement in order to meet a student's needs.**

The DCAP is intended to **address various strategies at each level** including:

- **Accommodations to address various students' learning needs**, including students who are identified as English Language Learners, at risk, Title 1, special education, gifted and talented and those requiring behavioral supports.
- **Support services** that are available to students **through the general education programs**, including services to address the needs of students whose behavior may interfere with learning.
- **Direct and systematic reading instruction** for all students.

What is RTI?

Response to Intervention is a three-tiered system of instruction for all students in which there is a greater level of intervention provided. See the chart below.



Retrieved from: <http://sde.ok.gov/sde/sites/ok.gov.sde/files/RtIGuidanceDoc.pdf>

Resources, Structures and Support Services for all Weston Public School Students

The accommodations listed below **may be implemented as needed** to support academic achievement for **all students in the Weston Public Schools**. These accommodations are **general education interventions** available to all students whenever appropriate. This is not intended to be an inclusive list but only a **sampling** of interventions that may be discussed at Instructional Support Team (IST) meetings and should be considered as integral to effective instruction for all students.

- Multi-modal instruction
- Differentiated instruction/assignment
- Peer tutoring, mentoring or study buddy
- Agenda or student planner supervision/support
- Alternative assessments
- Study skills strategies
- Incentive rewards (non-food)
- Content area reading strategies
- Individualized help
- Small group instruction
- Preferential seating
- Social skills support
- General organizational skills
- Rubrics - clear expectations
- Posted visual supports
- Access to technology for word processing
- Contract learning
- Individualized behavior management plans
- Motor breaks, accommodated seating, proximity, stability balls
- Frequent/ongoing progress notes for families
- Timers and tokens
- Backward design
- Enlarged text
- Graphic organizers
- Extended time on tests and assignments
- Limited number of problems on assignment or test
- Collaboration/consultation with related service specialists, i.e., counselors, speech/language, school psychologist, occupational therapist, physical therapist, nurse and administrators



Resources, Structures and Support Services at Weston High School

The following resources, structures and support services have been designed **to meet the diverse learning needs of students specifically at Weston High School**. Additionally, the building based Instructional Support Team (IST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

- 1:1 Teacher support (W-Block and during free blocks)
- The Enrichment Center (TEC) (academic tutoring; homework, assessment, and project support)
- Tutoring (provided by National Honor Society students)
- Small group instruction
- Computer assisted instruction
- Targeted support of organizational skills
- Computer/online applications for organization (i.e., Infinite Campus) (grade and homework updates and reminders)
- Variety of options for accomplishing work and assessment
- “Not yet a B” (retesting for math students)
- Choice of test level (test ‘a’ or ‘b’ for math students)
- Different choices for evidencing knowledge



Resources, Structures and Support Services at Weston Middle School

The following resources, structures and support services have been **designed to meet the diverse learning needs of students specifically at Weston Middle School**. Additionally, the building based grade level House structure provides a systematic and collaborative approach to identifying and addressing individual student needs. The Instructional Support Team (IST) provides problem solving opportunities beyond the House structure.

- 1:1 teacher support based on availability (during class, study halls, W-Block before school)
- Directed Support Program (DSP) - academic support and tutoring as needed.
- Optional retakes and rewrites
- Study action plan (What strategies are used and working versus not working)
- Computer/online applications for organization (i.e., Infinite Campus): grade updates and homework
- Signed agenda (communication with families)
- Apps and online tools targeted to specific student need (including homework support)
- Posted visuals (including homework assignments)
- Multimodal instruction
- Different choices for evidencing knowledge
- Clear expectations for all assignments
- Technology-based note taking
- Limited number of problems on test, class work, or homework
- Choice of more challenging assessment



Resources, Structures and Support Services at Weston Elementary Schools

The following resources, structures and support services have been **designed to meet the diverse learning needs of students specifically at Weston Elementary Schools**. Additionally, the building based Instructional Support Team (IST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

- Lunch groups
- Conferencing with families as needed
- Checklists and specific rubrics for assignments
- Differentiated homework (e.g., choosing the “Just Right” math homework)
- Differentiated tests
- Reduced homework sheets (i.e., fewer spelling words or odd only math problems)
- Flexible groups for learning
- “Work in progress”: correct/redo/take over
- Directed support and instruction with formative assessment
- Additional time or support to organize materials
- Signed agenda communication with families
- Backpack check (i.e., agenda, papers/homework, library books)
- Posted visual cues (i.e., all homework posted visually)
- Study buddy (call or agenda partner)



Additional, referral-based supports within Weston Public Schools:

Title I

Title I is a general education program provided through a federal grant and funding is subject to change from year to year. Certified teachers and instructional assistants provide the following services as deemed appropriate through the Instructional Support Team process:

- Identification of students at risk
- Support within general classroom setting
- Teacher collaboration for instructional support
- Individual or small group instruction as needed
- Alternative strategies
- Preview and review materials and concepts for math
- Small groupings for assessments with manipulatives available as needed

Reading programs

Each of the schools, Elementary through High School, provide directed reading programs as appropriate to improve achievement among students who are having difficulty and determined eligible through progress monitoring and the Instructional Support Team process. Some of the programs implemented are as follows:

- Early intervention assessments through nationally normed reading assessments
- Direct instruction in phonics and/or phonology
- Individual or small group instruction as needed
- Core reading/language arts
- Auxiliary Reading Program (ARP)
- Reading Recovery

Math support

Each of the schools, Elementary through High School, provides math support through targeted experiences, as appropriate, to improve achievement among students who are having difficulty. Decisions for intervention are made through the Instructional Support Team process. Some of the programs are as follows:

- Individual or small group instruction
- Core math classes
- Math Topics

Counseling

Guidance Counselors, school adjustment counselors, and school psychologists are

available as needed to provide direct support and intervention as well as serve as a resource for teachers and families. Access to outside service providers is available as needed.

Academic support resources – Middle and High schools

- *DSP*: Directed Student Support at the Middle School
- *TEC*: The Enrichment Center at the High School

These classes, usually smaller in number, are offered for students who seek support in a specific subject area. Students are scheduled for academic support as available during the general school day, or can walk in as needed.

Family Conferences

Teachers at all levels and teaching teams are available for family conferences as needed to provide open communication and support for student's success. Appointments are scheduled through the individual school.



In summary

The DCAP is the framework for problem solving at the building level for individual students with diverse learning needs. Review of the DCAP is an ongoing collaborative effort by the Assistant Superintendent of Teaching and Learning, the Director of Student Services, the Principals, and School Councils of the Weston Public Schools. Final approval of the District Curriculum Accommodation Plan lies with the Superintendent of Schools.

Weston Public Schools' Vision Statement

Weston Public Schools and the wider community are committed to excellence in learning for all students.

Students will imagine, reflect, and innovate within a safe learning environment that develops their academic, social, and emotional growth and well-being.

We will build the critical thinking and collaboration skills necessary to participate positively in a complex and constantly changing, culturally diverse world.