

LYNN PUBLIC SCHOOLS

District Curriculum Accommodation Plan



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Lynn Public School's Vision:

All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Lynn Public School's Mission:

To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP) to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classroom

s and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. This document outlines the accommodations, instructional supports and strategies that are available through general education, and the process for determining effective interventions for struggling learners. Our intention is that the DCAP will support diverse learners in our schools.

Chapter 71 of the Massachusetts General Laws Section 38Q 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 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Further, Section 59C of Ch. 71 was amended to require the involvement of the school council in the development and evaluation of the DCAP.

School Councils and District Accommodation Plan, Ch. 71 Section 59C - Amended Language

"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall 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."

The Lynn Public Schools DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing and accommodating diverse learners
- To increase support services and instructional delivery options available within general education settings, as defined herein
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching

We recognize that:

- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development
- Students differ in their ability to work and study independently
- Students experience different reactions and responses to curriculum and instructional task demands
- Students require varied amounts of supervision and instruction

It is with these statements in mind that this DCAP was designed.

The Purpose of the DCAP

The DCAP provides a framework for each school to establish a process to ensure all efforts have been made to meet students' needs in regular education by supporting the needs of all learners. It provides an accounting of resources and accommodations available to students and classroom teachers.

Accommodations are changes in how a student gains access to information and demonstrates his/her learning. Such changes are made to 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. Accommodations do **NOT** change the instructional level, content, or performance criteria (latter changes are called modifications).

The District Curriculum Accommodation Plan guides the general education program to:

- Analyze diverse learning styles within the regular classroom
- Identify accommodations to meet needs of the diverse learning styles within a regular education class
- Provide appropriate services and support within the regular education classroom
- Offer intervention and services to address the needs of children whose behavior may interfere with learning
- Encourage parents to be involved in their children's education
- Encourage teacher mentoring and collaboration
- Provide assistance to regular education staff through professional development and collaboration

The Process for Using the DCAP

Following a tiered system of intervention consistent with Response to Intervention (RTI), the classroom teacher will provide Tier 1 instruction for all students. Tier 1 instruction would be considered “best practice” and many of these suggested strategies are included in the DCAP. If a student or group of students is not making effective progress in the classroom, the teacher will provide a more intensive Tier 2 intervention. Tier 2 interventions may be developed from the DCAP strategies as well as other effective resources available to the teacher. The Tier 2 intervention is timed and tracked with student progress data collected to determine effectiveness. If the student responds well to this intervention and begins to make effective progress, the teacher will continue with the regular education program. If the teacher determines that the student is not responding well to the Tier 2 intervention and therefore, is not making effective progress, the teacher will refer the student to the Student Study Team (SST) for discussion and determination of possible Tier 3 interventions and supports.

Routinely used Curriculum, Instruction, Assessment and Behavioral Strategies

Teachers throughout the district make routine use of the following strategies as part of their commitment to effective instruction. It should be noted that the strategies listed below may not be appropriate for all instructional ages. Accommodations include, but are not limited to, the following:

Curriculum and Instructional Strategies

- Share lesson objectives with students each day and check on progress towards those objectives at the end of the lesson
- Provide a daily agenda to students
- Identify and preview key vocabulary/concepts and repeat often during a lesson
- Provide a word bank with key vocabulary, words and visuals when appropriate
- Provide students with regular opportunities to engage actively in instruction
- Use of “wait time”
- Reteach main ideas
- Use of verbal cues
- Include transition cues
- Show examples of the finished product (exemplars).
- Activate prior knowledge
- Use of sentence frames
- Facilitate identification of key information and main ideas
- Provide opportunities for students to use multiple language domains to engage in instruction (listening, speaking, reading, and writing)
- Incorporate opportunities for student movement into lessons
- Highlight important material (key words, main idea)
- Lead students to rephrase directions and lesson objectives
- Relate lesson parts to the whole
- Use “think aloud” and other metacognitive strategies
- Provide study tools and/or teach students to develop their own
- Teach note-taking strategies
- Provide templates/graphic organizers
- Reformat handouts to provide space for students to write
- Provide checklists for multi-step tasks
- Model and provide opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class use

	<ul style="list-style-type: none"> • Implement Gradual Release of Responsibility • Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate • Utilize technology/computer assisted instruction • Use multi-modal presentation of materials • Provide daily and weekly assignment sheets • Post daily/weekly schedule • Use a study guide • Vary activities • Assign tasks in workable chunks or segments • Provide a peer tutor • Check on progress often • Employ small group instruction • Incorporate Sheltered English Instruction strategies
Assessment Strategies	<ul style="list-style-type: none"> • Test in an alternative site • Administer tests in short periods • Familiarize students with language of assessment • Allow for the oral administration of assessments • Provide exemplars • Use formative assessments to adjust instruction • Teach and provide practice in test-taking strategies • Clarify directions or questions • Have student paraphrase directions and questions • Provide visual and auditory directions • Use timers/time reminders to help students pace themselves if timing is an issue • Provide timely feedback with opportunities for student revision • Evaluate student learning using multiple formats • Provide reference sheet, manipulatives, and calculator, when applicable • Allow extended time for assessments • Use data informed progress monitoring to identify students for additional support and extended time
Behavioral Strategies	<ul style="list-style-type: none"> • Create (together with students) clear and concise classroom expectations and consequences • Consistently reinforce expectations • Use positive reinforcement for desired behaviors/action • Model desired behaviors

	<ul style="list-style-type: none"> • Use consistent and familiar routines • Provide preferential seating for students • Use praise generously • Consult with school support staff • Develop a system of non-verbal cues for class attention (hand signals) • Provide transition directions • Provide tangible reinforcers • Avoid power struggles • Avoid the use of confrontational techniques • Allow student movement breaks outside the classroom when possible • Develop Student/Teacher Behavior Contracts • Develop Student Behavior Plan with Support Staff • Implement Social/Emotional learning programs • Facilitate parent communication/support • Adjust classroom management strategies • Implement a classroom behavior management system • Provide student with alternatives • Designate a “cooling off” location within the classroom • Teach positive rules for personal space • Provide daily or weekly progress reports • Assign activities which require some movement • Be mobile around the teaching space • Monitor levels of tolerance and be mindful of signs and frustration • Speak privately, without the audience of peers, to student about inappropriate behavior • Avoid criticism and sarcasm of students • Ignore attention-getting behavior for a short time
Organizational Strategies	<ul style="list-style-type: none"> • Provide agenda • Establish consistent and familiar routines • Provide clear rules and consistently enforce them • Develop Student/Teacher Behavior Contracts • Check for understanding • Establish clear homework recording system • Frequent progress reporting • Clear and consistent visual and verbal instructions and expectations

	<ul style="list-style-type: none"> • Break assignments into small, clear steps • Number/order steps for task completion • Provide templates and models • Check student's notebook to ensure the use of dividers, assignment sheets, and calendar; set up binder buddies • Provide due dates for separate steps • Print assignments for students who struggle with online resources • Facilitate well-managed transitions • Provide a specific place for posting new assignments, and turning in completed assignments
Motivational Strategies	<ul style="list-style-type: none"> • Have goal-setting as an all class activity • Provide personalized written comments to reinforce effort and positive gains • Provide consistent positive oral comments for positive social skills and study skills • Determine student interests and learning styles and then design flexible activities accordingly • Build student contracts and allow the student to determine contract requirements • Avoid marking responses that are wrong instead highlighting those that are right • Provide the student with formative feedback within the classroom
Presentation of Material Strategies	<ul style="list-style-type: none"> • Break assignment into segments of shorter tasks with visual models/ instructions • Use concrete examples of concepts before teaching the abstract • Teach vocabulary prior to lessons and make vocabulary available visually in the classroom • Relate information to the student's experiences • Reduce the number of concepts presented at one time • Monitor the student's understanding of oral and written language used during instruction • Schedule frequent short conferences with the student to check for comprehension • Provide consistent review of any lesson before introducing new information • Allow student to obtain and report information utilizing: recording devices, scribes, calculators, computers, tablets, interviews, and fact sheets • Highlight important concepts in written material • Monitor the rate at which material is presented • Give additional presentation by varying the methods using repetition, simpler explanations, more examples and modeling • Require verbal responses to indicate comprehension • Give frequent reminders of homework assignments • Provide clear, concise directions and concrete visual examples for homework assignments • Assign tasks at an appropriate reading level • Check assignment sheet for accuracy

	<ul style="list-style-type: none"> • Reduce the number of items on a page • Enlarge space for answers
Attentional Strategies	<ul style="list-style-type: none"> • Change activities frequently to accommodate short attention spans • Consider a different furniture options • Use a timer • Allow the use of technology • Plan varied activities during class period including at least one that allows for movement • Give directions and information in small units • Establish relevance and purpose for learning by relating to previous experiences • Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for correct answers • Seat student close to teacher • Make a positive personal comment every time the student shows any evidence of interest • Make frequent checks for assignment progress/completion • Give advance warning of when a transition is going to take place • Use physical proximity and verbal redirection to help student refocus • Provide an overview of the lesson before beginning
Environmental Strategies	<ul style="list-style-type: none"> • Seat student in an area free of distractions • Use preferential seating (please specify individual child preference for optimal learning) • Help keep student's work area free of unnecessary materials • Provide a variety of learning spaces within the room (ex. Quiet space, study offices, headphones, etc) • Use checklists to help the student get organized • Post schedule/agenda of day or class visually • Frequently check the organization of the student's notebook • Monitor the student's use and accuracy of his/her assignment book • Provide structure and routines for transitions and collaborative activities • Be attentive to the noise level in the room • Facilitate opportunities for movement
Time and Task Strategies	<ul style="list-style-type: none"> • Increase time allowed for completion of tests or assignments • Reduce the amount of work or length of tests • Prioritize assignments and/or steps to completing assignments for the student • Space short work periods with breaks or change of tasks • Consistently follow established routines • Alternate quiet and active tasks

	<ul style="list-style-type: none"> • Set time limits for specific task completion
Written Expression Strategies	<ul style="list-style-type: none"> • Reduce the amount of copying from text and board • Allow students to use cursive or printing • Set realistic and mutually agreed upon expectations for neatness • Let student type, record, or give answers orally instead of writing • Avoid pressures of speed and accuracy • Provide copies of notes • Provide larger spaces for responses • Use thinking maps or graphic organizers • Accept key word responses instead of complete sentences
Visual Processing Strategies	<ul style="list-style-type: none"> • Highlight important information related to the learning • Keep written assignments and workspace free from extraneous and/or irrelevant distractions • Provide clear and well-defined handouts/worksheets • Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning • Avoid having student copy from the board • Have student verbalize instructions before beginning task • Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining
Language Strategies	<ul style="list-style-type: none"> • Give written directions to supplement verbal directions • Slow the rate of presentations • Paraphrase information • Keep statements short and to the point • Avoid use of abstract language such as metaphors, idioms, and puns • Keep sentence structures simple • Encourage feedback from student to check for understanding • Familiarize student with new vocabulary before beginning the lesson • Reduce the amount of extraneous noise such as conversation, electronics, outside noises, etc. • Alert student's attention before expressing key points • Ensure the readability levels of the textbooks are commensurate with the student's language level • Utilize visual aids such as charts and graphs • Utilize manipulative, hands-on activities whenever possible • Demonstrate how new materials relate to previously learned information

- Cue students by calling their names before asking questions

Direct and systematic instruction in reading for all students

All students receive direct and systematic instruction in reading that includes, but is not limited to, the following:

Core Reading Instruction

- Systematic approach to reading
 - Scientifically Researched-Based, Core Reading Program (Pre-K – 8)
 - *Reach* and *Reach for Reading* in Elementary Schools
 - *Collections* for Middle Schools
 - DIBELS and DAZE administered to grade K-5 students to identify reading strengths and weaknesses
 - Small group instruction (RTI) based on assessment results
- Reading Teachers in Elementary Schools
- Sheltered English Instruction strategies employed by all core academic teachers

Strategic Reading Intervention

- Direct supplemental instruction by certified ESL specialists and/or interventionists for English Language Learners
- Additional literacy support in Elementary and Middle Schools
- MCAS tutoring at High Schools

Assistance to regular education classroom teachers that will help them to analyze and accommodate students' learning and behavioral needs effectively

Lynn Public Schools offers professional development opportunities designed to enhance the ability of staff to create positive learning environments for every student. Professional Development includes, but is not limited to, the following:

Professional Development

- Beginning of the Year Classroom Management I and Foundations of Classroom Management II
- Bullying Training
- Collaboration with local Colleges to provide PD/degrees
- Core Math Program Implementation Support (GoMath)
- Core Reading Program Implementation Support (Reach, Collections)
- DIBELS Next
- Differentiated Instruction
- District Substance Abuse Training

	<ul style="list-style-type: none"> • Early Childhood Developmentally Appropriate Practice • Educator Evaluation Training • Elementary Science Curriculum Implementation Support • ELL/SEI Strategies • Formative Assessments for Results • Individual school-based Professional Development • Literacy and Assessment Training for Secondary ELA, Social Studies and Science • MAVA Training • McKinney-Vento Training • Mentor Training • RBT's Studying Skillful Teaching: Promoting Motivation, Learning and Achievement • RBT's Analyzing Teaching for Student Results • Response to Intervention (RTI) • Rethinking Equity and Teaching for English Language Learners (RETELL) • Safety Care Training • Science A-Z Training • Standards-Based Lesson Planning • Standards of Mathematical Practice • Strategies to Address Students with Disabilities and Diverse Learning Styles • Strategies for Student Success • Technology training (SmartBoard, iPad, software/subscriptions) • Training and Learning Walks • Trait Writing • Universal Design for Learning
Behavioral Programs	<ul style="list-style-type: none"> • Behavioral Support Programs (e.g., CHAMPS, PBIS) • PlayWorks Recess Program • Second Step (K-3) • Social Skills Groups • Steps to Respect (4-5) • Student Advisories (6-12)

Support Services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning

The following support personnel may be available to teachers and students for consultation, support, and intervention:

Support Personnel	<ul style="list-style-type: none"> • Behavior Specialists • Building Based SST(Student Study Team) Coordinator • Building Based 504 Team Coordinator • Coordinated Family and Community Engagement Itinerant Teacher • Curriculum Instruction Teachers • District Curriculum and Instruction Team • District Language Support Team • ELA, ELL, and Math Coaches • ELL Specialists, Interventionists • Guidance Counselors • High School Department Heads • Homeless Liaison • Paraprofessionals • Parent Information Office • Reading Specialists • School Adjustment Councilors • School Based Bullying Coordinator • School Based Program Specialists • School Monitors (Secondary Schools) • School Nurses • School Resource Officers (Secondary Schools) • School Security and Emergency Planning Liaison • Social Workers • Speech, OT, PT, Hearing, Vision staff • Student Study Teams
Support Services and Programs	<ul style="list-style-type: none"> • Academic Support Services • All Day Kindergarten • CHAMPS (Conversation, Help, Activity, Movement, Positive Interactions) • Credit Recovery (Apex)

- Developmental Screening
- Hearing, vision, dental, general health screening
- PBIS (Positive Behavioral Intervention Supports)
- Peer mediation
- Preschool Program (Neighborhood, integrated, self-contained)
- Second Step
- SEI Classrooms (Grades 6-12)
- Summer School Programs
- Technology Support and Interventions (First in Math, SuccessMaker, Waterford, Imagine Learning, iRead, etc.)
- UMass Nutrition Program
- Universal Breakfast

Encouragement of teacher mentoring and collaboration

Lynn Public Schools is committed to providing ongoing guidance and support to all teachers. Supports include, but are not limited to:

Educator Supports

- Department Meetings
- District Curriculum and Instruction Department
- District Staff Development days (2 per year)
- ELA, Math and ELL Coaches
- Induction/Mentoring Program
- Informational Licensure Meetings to support highly qualified teachers
- Learning Walks
- Lynn Teachers Union sponsored courses
- Monthly Staff Meetings
- New Teacher/Incoming Teacher Orientation
- Online Organizational Systems (TeachPoint and LUCID)
- Professional Learning Time/Content Collaboration Time
- School based Curriculum and Instruction Teachers
- School Support Teams

Encouragement of parental involvement in their children's education

Lynn Public Schools understands the importance of parents as partners in their child's education. The following endeavors are designed to

foster a partnership between school and home:

Family Engagement

- Adult Basic Education Classes
- Annual Title I Informational meeting
- Coordinated Family and Community Engagement Itinerant Teacher
- Coordinated Family and Community Engagement partnership with local and private sector
- Interpreter and Translation Services
- LPS Facebook page
- LPS Partnership with New American Center
- LPS website
- Naviance Program for College and Career Pathways
- Online Community Resource Guide
- Online Learning Management System at secondary schools
- Open Houses
- PAC (Parent Advisory Council)
- Parent/ Family Information nights
- Parent teacher conferences
- District reporting of student progress through report cards and student interim reports
- State reporting of student progress through MCAS and ACCESS Student Reports, and AMAO letters
- School-Based Parent Liaisons
- School-Based PTO/ PTA
- School Councils
- Special Ed Parent Liaison
- Student/Parent Compact
- Use of Connect- Ed district and school wide for mass messaging