

# **WEYMOUTH PUBLIC SCHOOLS**

## **District Curriculum Accommodation Plan (DCAP)**

**Revised July 2017**

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## **Purpose**

Massachusetts General Law, Chapter 71, Section 38Q1/2, requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators, teachers and support staff in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement.

## **Weymouth Public Schools DCAP has four main objectives:**

1. Assist teachers in analyzing, assessing and accommodating diverse learners;
2. Increase, through the DCAP's articulation, support services and instructional delivery options available within general education settings;
3. Recommend instructional interventions for struggling learners;
4. Delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching.

## **Background to the Plan**

This DCAP is a reflection of a number of understandings that have guided the development and implementation of the Weymouth District Accelerated Improvement Plan (AIP.) These understandings have driven our efforts at district improvement over the last several years:

- Students have different rates and styles of learning, and are diverse in their cognitive, physical, linguistic, social, and emotional development. Students thus have differing needs. Nonetheless,
  - All students benefit from a high quality, standards-based curriculum;
  - All students learn most effectively when teachers consistently employ sound standards-based instructional practices.
  - All students have a right to the least restrictive educational environment (LRE) appropriate to their learning needs.
  - Data should inform instruction. In ELA, Science, Mathematics and Social Studies this means that benchmarking and progress monitoring must be employed consistently to

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determine students' learning needs, and faculty must have the opportunity to use this assessment data to plan for differentiated instruction.

- When a lack of student progress is identified, educators have a responsibility to undertake interventions tailored to address the identified needs. Likewise, if students are not challenged by the general curriculum, schools must provide challenging opportunities.

## **How Weymouth Public Schools Meets the Needs of Diverse Students in the General Education Classroom**

### **1. Curriculum**

- A. Currently the District has the following individuals who provide subject area and pedagogical expertise in the development and implementation of curriculum and instruction; Assistant Superintendent of Instructional Services and Support, Assistant Director of Instructional Services and Support, Director of Humanities, Director of STEM, Four Assistant Directors (grades 7-12 in English Language and Arts, Social Studies, Math and Science,) Director of ELL (English Language Learners), Instructional Coaches and Lead Teachers.
- B. To ensure the quality of the district wide curriculum, frequent reviews and revisions are conducted by the curriculum leaders to align with state standards.
- C. Across many curricular areas, WPS uses high-quality, research-based and standards-based learning materials to support:
  - a. flexible grouping of students,
  - b. teaching to varied learning styles,
  - c. meeting the needs of English Language Learners
  - d. relevant cultural, ethnic and racial diversity
  - e. use of software, video, and other media which engage and support diverse learners
- D. Additionally, curriculum materials incorporate interventions that provide support for struggling learners.

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## **2. Instruction**

- A. Throughout the school year, District and School Administrators observe and meet with teachers to discuss strategies that they can employ to strengthen individual instructional practice.
- B. The District has hired ELA and Math instructional coaches who work with all teachers at the primary and middle school levels to provide additional, in-depth support for improving their instructional practices.

## **3. Interventions and Supports, and Enrichments**

- A. There are Student Intervention Teams in each building.
- B. Title I remedial reading specialists, serving children in grades K-2. These teachers are partially funded by Title I and partially funded with appropriated dollars, which allows them to provide remedial supports to children.
- C. ESL instructors in primary magnet schools and all secondary schools support ELLs who are in the general education setting.
- D. Weekly art, music, P.E. and library for students grades 1-4.
- E. Alternative education program 9-12 for students who are struggling to succeed in the general education setting and dealing with social-emotional challenges. These programs support students with and without IEP's.
- F. Intervention opportunities in reading and mathematics instruction are integrated into the general education program for all students.
- G. Summer programs providing academic support and/or enrichment.
  - a. Extended School Year for special education students as required
  - b. Summer enrichment program for English Language Learners
- H. Partnerships with local colleges and universities bring student teaching interns and mentors.
- I. Licensed counselors available to all schools
- J. Nurse in each building

## 4. **Assessment**

*In addition to the state's MCAS and ACCESS testing, the district has established a system of assessment, which educators utilize for screening, benchmarking and progress monitoring.*

*Assessments include the following:*

- A. K screening for all entering Kindergarteners
- B. W-APT (WIDA ACCESS Placement Test) Initial language assessment
- C. Various additional assessments used by Title I reading specialists
- D. iReady grades 1-10 in Math and ELA
- E. DIBELS grades K-4
- F. School developed mathematics unit assessments
- G. Semester exams in all HS core academic departments
- H. Progress monitoring more frequently on as needed basis

## 5. **Professional Development**

Each year, the Weymouth Public Schools develop and publish a Professional Development Plan to support the District Accelerated Improvement Plan. The plan is presented in the form of a district calendar and includes a wide array of professional development programming addressing the district's identified needs.

## 6. **Classroom Accommodations**

At all levels in the district, accommodations are provided to support the success of diverse students in the classroom. Many of the accommodations are detailed below.

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## Curriculum/Instruction/Assessment Accommodations

Environment	Pacing	Materials	Instruction	Behavior	Other
Preferential Seating	Extend time	Large print	Provide Visual aids	Reinforce effort and provide recognition PBIS	Provide study skills strategies
Lighting	Allow breaks	Color code	Pre-writes for discussion	Develop Implement behavior plan	Test Adaptations
Temperature	Vary activities	Non Linguistic representations Including manipulatives,	Pre-Teach Content Vocabulary	Implement an academic contract	Use Mnemonic devices
Muffle noisy equipment	Provide timelines, checklist, calendar	Study aids/guides	List steps in a process	Incorporate stress release activities Movement Break	Facilitate parent support and communication
Provide properly fitting desk	Assign workable chunks or segments Ex. Lessen the number of problems/items to complete	Use rubrics to define expectations	Provide written and oral instructions  Summarizing and Note taking	Post rules and consequences for behavior PBIS	Encourage or provide homework log/agenda
Teach respect for personal space	Repetition of key concepts	Provide a copy of teacher or "reliable note-taker" notes	Provide alternative means to demonstrate proficiency	Provide/Refer individual and /or small group counseling	Provide means for catching up on missed assignments
Allow different groupings  Paired, collaborative etc.	Provide drill and practice	Provide: Graphic Organizers Audio recordings Calculators	Images, symbols, models, kinesthetic activity and physical activity Check for Understanding	Leadership Opportunities  Ambassadors, Student Council, etc.	Before and after school open lab times for web based support access
Arrange small group instruction	Grade level acceleration (G & SHS)	Use of graphic organizers Use Two column notes	Provide multi –modal presentation of material	Change seats	Required extra help session
Sound amplification system - classroom	Use timer to assist student to focus on given task	Technology assisted instruction	Communicate student learning goals both in writing and orally at the beginning and end of each lesson.	Use simple corrective measures	Shorten assignments
Personal sound amplification system	Reduced amount of work	Allow access to word processing	Alternative assignments and assessments	Provide a mentor	

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	Provide adequate wait time	Highlight key information	Check for Understanding		
	Visual timers	Use graph paper for placement of numerals and alignment of problems in math	Pre-test opportunities to allow students to test out		

## Classroom Accommodations

### **Environment**

- Preferential Seating
- Lighting
- Incorporate stress-release activities
- Use visual/auditory aids
- Experiment with use of space
- Include energizers
- Remove distractions
- Consider a better student/teacher match
- Insist upon frequent progress reports

### **Materials**

- Large Print
- Color Code
- Technology
- Appropriate software
- Tape record lessons
- Utilize listening centers
- Arrange email communication
- Provide calculators
- Arrange peer tutoring

### **Instruction**

- Give extended time on tests
- Pre-Writes for Discussion
- Allow oral reading
- Provide manipulative
- Use alternate assessments
- Vary teaching strategies
- Identify students learning style
- Assign mentors
- Provide visual clues
- Include transition cues
- Provide effective study guides
- Create flashcards
- Break down tasks

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- Shorten assignments
- Arrange small group instruction
- Provide individual help within classroom
- Make contracts with students
- Include tactile activities
- Utilize homework logs
- Provide wait time
- Provide reference tools
- Insist upon graphic organizers
- Teach test taking strategies and provide practice
- Incorporate reading strategies
- Include study skill strategies

### **Pacing**

- Extended Time. May want to get rid of this included above?
- Allow Breaks

### **Behavior**

- Reinforce effort and provide recognition – PBIS
- Develop/Implement Behavior Plan
- Utilize charts
- Provide a mentor
- Refer parents to agency
- Provide a set of rewards
- Adjust classroom management
- Use simple corrective measures
- Provide ongoing positive reinforcement

### **Other**

- Provide Study Skills Strategies
- Encourage or Provide Homework log/agenda