

Lynnfield Public Schools District Curriculum Accommodation Plan (DCAP)

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Massachusetts General Law

In this document, we have described the accommodations, instructional supports and learning environment that is expected for all learners in general education classes at each level. A District Curriculum Accommodation Plan is a document to ensure a system-wide, uniform approach to the process of identifying general education students with specific learning needs that are not being addressed through 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. In this DCAP, we will address the following components at each level:

- The ways in which the needs of diverse learning styles are supported within the general education classroom.
- Accommodations to meet the needs of the diverse learning styles within a general education class.
- The provision of appropriate services and supports within the general education program.
- The provision of services to address the needs of students whose behavior may interfere with learning.
- Parental input and involvement.
- Teacher collaboration and mentoring.
- Professional development opportunities to support implementation.

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.”

Please Note: “The law requires that no instructional support program or any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.”

(Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001).

Objectives for the Lynnfield Public Schools District Curriculum Accommodation Plan

1. Educate the community on the expected teaching practices, accommodations and instructional strategies that are implemented for all students through general education as measured by teacher evaluation, principal oversight and professional development opportunities.
2. Support general education teachers, special education teachers, principals and parents in determining the specific resources, support staff, learning environment and accommodations needed to ensure student success. This support includes an inclusive approach to best meet the needs of the whole child.
3. Identify the best teaching practices that our teachers implement for the benefit of all students, which may have previously been identified as special education specific. This plan will highlight the continuum of general education supports and instructional practices available to our diverse population of learners at every level.

Lynnfield Public Schools

Preschool Level

The following resources, supports, instructional strategies and assessment tools have been designed to meet the needs of all learners as an expectation within general education.

Academic

- Preschool “Meet and Greet” every January to assess the developmental levels of our incoming preschool students to ensure proper placement, instructional practice and parent communication. All classrooms at the Preschool Level are supported by full-time instructional assistants.
- Parents and/or private preschool teachers can refer preschool aged children to attend a screening typically held in February to assess whether or not a student may require a special education evaluation.
- Common planning for curriculum development and collaboration.
- The transition to kindergarten is a collaborative process in which the assigned kindergarten teacher will observe an incoming student while still in preschool. The preschool and kindergarten teacher will then meet to discuss transition needs.

Social/Emotional/ Behavioral

- Access to behavior specialists and/or school psychologist to support additional specific behavioral needs outside of the class wide management system.

Instructional Practices

This is not intended to be an inclusive list but only a sampling of interventions that may be discussed at data/assessment meetings and should be considered as integral to effective instruction for all students.

- Multi-modal instruction
- Differentiated instruction/assignment
- Incentive rewards
- Individualized support
- Small group instruction
- Contract learning
- Individualized behavior management plans
- Motor breaks, accommodated seating, proximity
- Use of “equipment” such as stability balls, cube chairs, wiggle seats, stadium seats, bean bag chairs for alternative seating
- Use of short, skinny coloring utensils, appropriately sized or alternative (such as squeeze) scissors, slant boards/three ring binders for fine motor development

- Collaboration/consultation with related service specialists, i.e., counselors, speech/language, school psychologist, occupational therapist, physical therapist, nurse and administrators
- Clear and consistent classroom routines with schedules and agendas displayed for student reference
- Classroom organizational systems to support students with developing executive functioning skills
- Whole and small group, multi-sensory learning opportunities for both cooperative learning with peers or teacher facilitated instruction
- Clear objectives based on curriculum frameworks for every lesson with opportunities to preview and review content through activities and discussion. Examples of finished product when possible to further support student understanding
- Visual supports to reinforce concepts including technology integration
- Research based instruction in all areas with progress monitored through assessment data and student response to differentiated instruction
- Parent and staff communication regarding student progress and response to intervention
- Present curriculum concepts in a manner that is relevant to students and allows them to make connections for better understanding
- Assist students in making real life connections to concepts presented
- Provide students with critical thinking/problem solving opportunities
- Model skills necessary for success
- Flexible groups for learning
- Directed support and instruction with formative assessment
- Social skills such as sharing, turn-taking, conflict management and working as a team are directly taught through targeted activities and natural opportunities throughout the day
- Incorporation of elements from Social Thinking curriculum and relationship development intervention (RDI) into classroom activities to develop/teach/strengthen social skills, community building and self-regulation
- Varied and rich facilitated play to support student's interaction with the environment and each other as a mode of learning

Elementary Level

Huckleberry Hill School and Summer Street School

The following resources, supports, instructional strategies and assessment tools have been designed to meet the needs of all learners as an expectation within general education.

Academic

- Kindergarten screening every spring to assess the developmental levels of our incoming kindergarten students to ensure proper placement, instructional practice and parent communication. All classrooms at the Kindergarten Level are supported by full-time instructional assistants.
- Data and Assessment Meetings- ongoing throughout the school year. Every student's progress is monitored at every grade level with data review and discussion about students' learning needs, progress and response to action items or suggestions for change developed at the previous meeting. Assessment data is used to ensure that every student is receiving the supports and instructional strategies necessary to make effective progress within the general education setting. These meetings take place every 6-8 weeks throughout the school year. These meetings 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.
- Ongoing academic support is available at the building level. These opportunities are provided by instructional tutors, 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.
- Title 1 Supports at Huckleberry Hill School- through the Title 1 grant, additional support staff is provided to reinforce skills and concepts in the areas of Math at each grade level. This provides additional opportunities for small group instruction within general education.
- Tiered Instructional Model- all students are exposed to literacy instruction at their level based on assessment data. Students receive this instruction daily with opportunities for multi-sensory small group instruction at each level.
- Common planning time at each grade level for curriculum development and collaboration
- Directors of Language Arts/Social Studies and Math/Science to support curriculum development, assessment procedures and best instructional practices at each grade
- A district wide English Language Learner (ELL teacher) to conduct initial screenings and implement ELL supports as needed based on this data

Social/Emotional/ Behavioral

- “Huckleberry Heroes” at Huckleberry Hill School and “Bucket Filling” at Summer Street School are school wide social/emotional learning programs that use common language to promote character building for all students. Both schools are also implementing the Second Step SEL curriculum.
- School psychologists are available at each school for purposes of counseling, consultation and social skills supports.
- Participation in Civil Rights/anti-bullying training each year in compliance with the District Bullying Policy
- Access to behavioral specialists and/or psychologist as needed to support additional specific behavioral needs outside of the class wide management system

Instructional Practices

This is not intended to be an inclusive list but only a sampling of interventions that may be discussed at data/assessment 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
- Incentive rewards
- Content area reading strategies
- Individualized support
- Small group instruction
- Preferential seating
- Social skills support
- Access to technology for word processing
- Contract learning
- Individualized behavior management plans
- Motor breaks, accommodated seating, proximity, stability balls
- Backward design (UBD)
- Enlarged text
- Graphic organizers
- Extended time on tests and to organize materials
- 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
- Clear and consistent classroom routines with schedules and agendas displayed for student reference

- Classroom organizational systems to support students with developing executive functioning skills
- Whole and small group, multi-sensory learning opportunities for both cooperative learning with peers or teacher facilitated instruction
- Clear objectives based on curriculum frameworks for every lesson with opportunities to preview and review content through activities and discussion. Examples of finished product when possible to further support student understanding
- Visual supports to reinforce concepts including technology integration.
- Research based instruction in all areas with progress monitored through assessment data and student response to differentiated instruction.
- Parent and staff communication regarding student progress and response to intervention.
- Present curriculum concepts in a manner that is relevant to students and allows them to make connections for better understanding.
- Focus on test taking and study strategies including identifying the main idea, key vocabulary and key details.
- Break down concepts and initiate writing activities with the use of graphic organizers to support lessons.
- Assist students in making real life connections to concepts presented.
- Provide students with critical thinking/problem solving opportunities.
- Model skills necessary for success.
- Checklists and specific rubrics for assignments
- Reduced homework sheets (i.e., fewer spelling words or odd only math problems)
- Flexible groups for learning
- Directed support and instruction with formative assessment

Lynnfield Public Schools
Secondary Level
Lynnfield Middle School

The following resources, supports, instructional strategies and assessment tools have been designed to meet the needs of all learners as an expectation within general education.

Academic:

- Open house and transition support (including student/parent orientation night) for students entering Lynnfield Middle School in 5th grade
- English/Humanities and STEM Directors to support curriculum development and implementation. Monthly department meetings for planning
- District Wide English Language Learner Teacher (ELL) to screen qualifying students and provide services as needed
- Faculty Advisory Committee with representatives at each grade level to share strategies and promote consistency
- Weekly common planning time for teachers at each grade level to meet as a group to discuss student needs, curriculum and logistical issues to maintain organization
- Instructional Support Team (IST) - A team consisting of teachers from each grade level, a special educator and school psychologist which provides support for teachers who request assistance to develop/expand and implement strategies in the general education classroom to meet the diverse learning needs of students.
- Homework Support- Teachers make themselves available to students during team time and after school to assist with homework and provide additional support related to curriculum content.
- Organizational support- school psychologists offer small group opportunities to focus on executive functioning issues.
- Access to technology to support learning including Chromebooks and SmartBoards.
- Use of the PlusPortals system to support home/school communication by tracking student grades, calendar, responsibilities and progress.
- Math and English Tutorials: Daily math and/or English support services provided for qualifying students based on specific criteria.

Social/Emotional/ Behavioral:

- School psychologists are available at each school for purposes of counseling, consultation and social skills supports.
- Participation in an anti-bullying program each year in compliance with the District Bullying Policy.
- Foster the ideals of our STARS core values: self advocacy, tolerance, achievement, respect, and service
- Access to behavior specialists as needed to support additional specific behavioral needs outside of the class wide management system.

- School based extracurricular activities including clubs and teams with a variety of focus areas to meet the interests and promote socialization for a wide range of students.
- Crisis Team- A group of staff members from various disciplines and grade levels who assist in the development, review and implementation of a crisis plan. The team meets regularly on the following: current events pertaining to the school community (local and national) and review of current school practices and protocol.

Instructional Practices:

- Implementation of the UbD planning model across all courses to create a clear, consistent, and accessible curriculum for students.
- Clear and consistent classroom routines with schedules, agendas, and learning objectives displayed for student reference.
- Classroom organizational systems to develop student executive functioning skills.
- Whole and small group, multi-sensory learning opportunities for cooperative learning with peers or teacher driven instruction.
- Clear learning objectives based on curriculum frameworks for every lesson with opportunities to preview and review content through activities and discussion. Examples of finished product when possible to further support student understanding.
- Visual supports to reinforce concepts including technology integration.
- Research based instruction in all areas with progress monitored through assessment data and student response to differentiated instruction.
- Parent and staff communication regarding student progress and response to intervention.
- Present curriculum concepts in a manner that is relevant to students and allows them to make connections for better understanding.
- Focus on test taking and study strategies including identifying the main idea, key vocabulary, key details, and note-taking skills .
- Break down concepts and initiate writing activities with the use of graphic organizers to support lessons.
- Assist students in making real life connections to concepts presented.
- Provide students with critical thinking/problem solving opportunities.
- Model skills necessary for success.
- Differentiate material to meet the needs of all students.

Lynnfield Public Schools
Secondary Level
Lynnfield High School

The following resources, supports, instructional strategies and assessment tools have been designed to meet the needs of all learners as an expectation within general education.

Academic:

- Open house and transition work for incoming 9th graders. A freshman orientation is planned and implemented at the start of the school year to familiarize students with the school and resources
- Assignment of guidance counselors for academic advising and mentoring throughout students' four years of high school
- District Wide English Language Learner Teacher (ELL) to screen qualifying students and provide services as needed
- Subject area department heads to support curriculum development and implementation. Monthly department meetings occur
- Naviance system accounts for all 11th and 12th graders to support the college application process and determining best matches for all students
- Student Assistance Team (STAT) - a group of mixed staff to discuss student needs and recommend strategies for change to support progress
- Student Support Program- students have access to a supported room for additional emotional and academic support
- Bridge Program- Regular education and 504 students who are academically at risk are provided support while being evaluated for Special Education qualification
- Smaller, supported course opportunities in math, English and science
- Supported study periods as needed
- Teachers are available after school for their students to support them in homework and understanding course material
- Use of technology including SmartBoards, iPads, Chromebooks, laptops and other devices to support student independence and work production
- Use of the Plus Portals system to support home/school communication by tracking student grades, calendar, responsibilities and progress
- Students are assigned Gmail and Google accounts to support course work and communication with teachers and other students
- Opportunities for online courses based on student interest
- Teachers are supported through professional development opportunities both in-service and after school hours through the Salem State Collaborative and additional outside offerings

Social/Emotional/Behavioral:

- Guidance counselors assigned to each student freshman year to support not only academics, but social/emotional needs as well
- School Adjustment Counselor to support students with behavioral and emotional needs
- School Psychologist to support students with social/emotional needs
- Peer mentors with opportunities for students to volunteer their time to support other students
- A wide range of school based extracurricular activities including clubs and teams that meet the interest areas of most students to promote socialization and collaboration
- Student Advisory Program- the Compass program provides a small group, personalized setting for students with one-two Faculty Advisors and/or Student Advisors – several topics such as substance abuse, stress management, decision-making, etc. are discussed. Guest speakers/relevant programs also meet during this time period
- ITeam- crisis management team to support students and determine appropriate plans of action for the school day and outside of school through collaboration with parents and outside agencies

Instructional Practices:

- Clear and consistent classroom routines with schedules and agendas displayed for student reference
- Classroom organizational systems to support students with developing executive functioning skills
- Whole and small group, multi-sensory learning opportunities for cooperative learning with peers or teacher driven instruction
- Clear objectives based on curriculum frameworks for every lesson with opportunities to preview and review content through activities and discussion. Examples of finished product when possible to further support student understanding
- Visual supports to reinforce concepts including technology integration
- Research based instruction in all areas with progress monitored through assessment data and student response to differentiated instruction
- Parent and staff communication regarding student progress and response to intervention
- Present curriculum concepts in a manner that is relevant to students and allows them to make connections for better understanding
- Focus on test taking and study strategies including identifying the main idea, key vocabulary and key details
- Break down concepts and initiate writing activities with the use of graphic organizers to support lessons
- Assist students in making real life connections to concepts presented
- Provide students with critical thinking/problem solving opportunities
- Model skills necessary for success
- Differentiate material to meet the needs of students
- Makerspace program for students to explore, create, and develop hands-on skills to enhance academic learning