

# GRANBY PUBLIC SCHOOLS

## District Curriculum Accommodation Plan

### **Ch. 71 of the Massachusetts General Laws, Section 38Q1/2:**

Recently enacted changes in Massachusetts General Laws, Ch71, Section 38Q1/2, require the adoption and implementation of a district curriculum accommodation plan (DCAP). This plan is intended to assist principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The plan shall also assist teachers in analyzing and accommodating diverse learning needs of all students in the regular education 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.

The Granby Public Schools DCAP directly relates to initiatives that are in place to help improve the general education program for the benefit of all students. To help achieve this objective, the DCAP will address various strategies around the following:

- Analyzing and accommodating diverse learning needs in a regular education setting
- Managing the needs of children whose behavior may interfere with learning
- Providing appropriate services and support to students in the regular education classroom, including but not limited to, direct and systematic instruction in reading
- Providing opportunities for teacher collaboration and parental involvement

The Granby Public Schools DCAP was developed and refined through meetings with staff and district administrators. The final document will be shared with the District Leadership Team. Additionally, the DCAP will be disseminated and explained to all staff at the elementary, middle and high school grade levels.

This DCAP includes curriculum accommodations for elementary, middle, and high school. Included in these levels, is a list of school personnel who are available to assist and support regular classroom teachers in analyzing and accommodating the individual needs of students. Additionally, there is a list of sample strategies and other actions from which teachers and staff may select for appropriate accommodations for students. The list includes suggestions for accommodating concerns around academic progress and social and behavioral issues.

The DCAP describes both informal and formal routes for students. In some situations, communication between teachers, professional staff, parents, and other key individuals will be sufficient for identifying issues and agreeing on strategies to be put in place. In other situations, school-based teams may become involved and a more formal route developed. Currently, the Granby Public School District has established Tiered System of Support Teams (TSS) for each of the schools. These teams serve as a support to teachers/staff when there is a concern about a

child. Staff collaboration, parent communication, development of strategies for student success, and review and evaluation of these strategies are the processes involved in the TSS meetings. At the conclusion of the TSS process, unresolved student concerns may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers/Staff in the Granby Public School District are always focused on individual student achievement. Using data to make decisions, monitoring student progress, and providing appropriate accommodations/interventions to students with diverse learning needs will continue to bring us closer to meeting the needs of every child. This DCAP and its contents is intended to help with this.

## **Curriculum Accommodation**

### **Classroom Characteristics Supporting Curriculum Accommodation and Curriculum Accommodations and Interventions that may be recommended but are not limited to Regular Education Students**

#### **(Elementary School)**

- Standardized and other testing data used to assess student achievement and to inform instruction
- Small class sizes
- Differentiated instruction
- Directed professional development for all teachers/staff
- Building literacy teams
- District-wide Kindergarten screening
- System for collecting student work and assessing progress over time
- Curriculum and instructional activities that address varied learning styles

#### **Curriculum, Instruction, and Assessment Strategies**

Provide multi-modal presentations of materials  
Utilize differentiated instruction and assignments  
Make use of multiple intelligence/learning style approaches  
Develop integrated curriculum projects  
Provide challenging projects identifying student performance standards  
Develop alternate assessments  
Offer oral/untimed testing  
Repeat or reteach concepts and information  
Offer peer teaching and group work activities  
Provide individual help in the classroom  
Model content area reading strategies  
Provide strategies for study skills  
Utilize transition cues  
Utilize technology and computer assisted instruction  
Model use of graphic organizers

#### **Behavioral Intervention Strategies**

Classroom interventions by designated school personnel  
Arrange seating accommodations  
Develop teacher-student contracts  
Develop behavior plans  
Include positive reinforcement, incentives, and rewards  
Utilize charts to monitor student expectations  
Adjust classroom management strategies

Provide for parent support and communication  
Consult with necessary staff (school psychologist, adjustment counselor, special needs staff, etc.)  
Provide for individual and small group counseling

### **Organizational Strategies**

Provide a school wide student agenda/notebook system  
Develop a flexible/modified schedule  
Utilize flexible grouping  
Utilize team teaching  
Cooperative teaching  
Implement a progress reporting system  
Consult and co-planning by grade level team

### **Intervention, Remediation, Challenge**

Provide test taking strategies and practice  
Utilize miscue analysis and prescriptive teaching  
Develop study skills strategies  
Consult with teacher mentors  
Provide after school help  
Utilize peer buddy systems

## **(Junior/Senior High School)**

### **Curriculum/Instruction/Assessment**

- Scaffold instructions
- Extra help time (with after-school option when available)
- Offer choices for assessment, multi-model assessments
- DI and assessments
- Curriculum conferences with students
- Preview handouts & activity packets
- Small group activities
- Activator activities to begin class
- Reteach content when necessary
- Leveled classes in core subjects at grades 9-12
- Provide multi-modal presentation and instruction
- Elective program for exploration and specific curriculum enhancement, including remediation, enrichment, and acceleration
- Reading intervention programs
- Writing portfolio system for ELA courses
- Computer labs
- Standardized (and other) testing database for data analysis
- MCAS prep in tested subject courses
- AP courses
- ESL/ELL support
- Computer and internet access through labs and in classrooms
- Retention or repeating of specific courses for grades 9-12

- Honors courses in core academic areas
- Individual Student Success Plans for MCAS remediation for grades 9-12
- Peer tutoring

### **Behavioral**

- Praise when on task
- Verbal and written directions
- Purposeful movement breaks
- Clear expectations and structure
- Avoid power struggles
- Preferential seating and targeted grouping if available
- “Cool-off” time-outs
- Verbal warnings
- Communication with colleagues, students, parents, administration
- Peacebuilders
- Restorative Practices
- Behavioral support services
- Reflection Room
- Guidance-developed Individual Student Success Plans (ISSP’s)
- Detention
- Service to community

### **Organizational**

- Folders/portfolios kept in class
- Scaffold long-term projects
- Offer pencils to borrow
- Suggest using an agenda book
- Create classroom routines
- Simplify expectations
- Cues for collecting work
- Post assignments
- Clear and consistent expectations at the beginning of the school year

## **Personnel Resources Providing Specific Consulting, Support, and/or Intervention in the Regular Education Setting**

### **(Elementary, Middle, and High School)**

#### **Administrative Team (Principals and Assistant Principal)**

Articulation and modeling of school's vision, mission, and principles  
Supervision of daily program of the school  
Assists in the development, revision, and evaluation of the curriculum and instructional program  
Supervision and evaluation of staff  
Promotes and facilitates teacher/staff collaboration and communication  
Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs  
Assists with establishing and maintaining an effective learning climate in the school  
Assists in the development, revision, and monitoring of the instructional program  
Assist teachers in improvement of classroom performance  
Develops standards of conduct and action conducive to the effective operation of the school  
Leads the development of the school handbook designed to define rules and regulations of the school with respect to student behavior

#### **Instructional Leadership Teams (ILTs)**

Assist principals with curriculum and instruction oversight  
Provide professional development with curriculum implementation and modifications  
Analysis of student achievement data

#### **Grade Level Teaching Teams and Departmental Teams**

Review of MCAS and other performance data  
Conduct discussions of curriculum and instruction accommodations for student needs

#### **ESL Teachers**

Direct services for identified students  
Consultation for curriculum accommodations and informal and formal assessments  
Direct service to groups or individual students  
Co-teach classes  
Providing Professional Development

#### **Library Media Specialist**

Consults and assists teachers regarding the resources and materials available to supplement instructional programs  
Supports teachers and students in the instructional programs  
Co-teach classes

#### **School Psychologist/Counselors/Social Workers**

Consultation and support to teachers, parents, and students on academic, behavioral or social issues  
Consults and assists teachers with classroom management techniques, students' behavior, and academic performance

Visits classrooms to observe student interaction in a classroom setting  
Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data  
Works with students on their overall educational plan  
Provides counseling to students in areas related to education, personal life, family and home relations, health, and emotional adjustments  
Talks with parents when necessary  
Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or detract from academic achievement Serves as a liaison between homes, schools, and social/community guidelines  
Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth  
Liaison between our support programs and general education setting

Provide consultation services to students including the development of behavior plans, curriculum adaptations and modifications, and training services for staff Provides on-site classroom teaching support related to behavior management Develops and provides training for staff and parents  
Establishes and maintains working relationships with parents, students, and/or school administrators in school related business and activities  
Provides outreach to families  
Serves as a liaison between students, school support, parents, and others to assist in resolving student problems

### **Speech/Language Pathologist and other OT/PT Specialists**

Classroom observation of students  
Teacher consultation regarding appropriate services and implementation of services  
Provides screenings and appropriate services to meet student needs  
Assists in proper referrals to agencies and specialists as appropriate  
Provides information, support, and counseling to parents and families when appropriate

### **Nurse Leader (PreK-12)**

Responsible for the supervision of school nurses, PreK-12, and ensures that all registering students have been cleared medically through the Family Resource Center.  
Offers consultation to staff  
Training of personnel to enhance awareness of what to watch for in psychopharmacological effects  
Training of personnel to ensure practice of universal precautions in student injury situations.  
Provide direct service to individual students and staff, vision, hearing, and other health screenings.

### **School Nurse**

Implements state-mandated programs such as immunization surveillance and screening programs  
Interprets and manages school health policy  
Develops Individual Nursing Care Plans and Emergency Plans  
Direct service to students

Communication and consultation to staff  
Communication and consultation with parents, health care provider, and community Serves on the TSS as needed

**School Resource Officer**

Police department liaison  
Provide consultation and support to school, students, and parents  
Make appropriate referrals to agencies when necessary  
General outreach/wellness checks  
Emergency operation implementation

**Reflection Room Staff**

Provides time-out to students to help them de-escalate  
Assist students in using restorative strategies  
Processes reason for removal from class environment  
Assists with helping student with academic assignments during placement

**Paraprofessionals**

Provide individual and small group support under the guidance of a teacher  
Assist students in accessing curriculum and completing assignments  
Assist with data collection  
Supports the implementation of behavior plans  
Assist with organizational skills

**Tiered System of Support Teams (TSS)**

Review of teacher referred cases





