

# District Curriculum Accommodation Plan

2023



# Table of Contents

## **I. LPS Mission Statement**

## **II. Diverse Learners Statement**

## **III. DCAP General Law: Part I, Title XII, Chapter 71, Section 38Q1/2**

## **IV. What is a DCAP?**

## **V. What is the purpose of a DCAP?**

## **VI. How does a DCAP help?**

## **VII. Multi-Tiered Systems of Support and Universal Design for Learning**

## **VIII. Elements of the Law**

### **A. Defining Accommodations and Modifications**

### **B. Example Accommodations**

### **C. Services and Supports**

1. District-wide/building-based supports
2. Multilingual Learner (ML) Strategies
3. Services to Address Behavior
4. Direct and Systematic Instruction in Reading
  - Core Literacy Beliefs
  - K-12 Instructional Vision for Literacy

### **D. Teacher Mentoring and Collaboration**

### **E. Parental Involvement**

## **IX. Glossary**

## **X. Plan for Periodic Revision**

## **XI. Acknowledgements**

# District Accommodation Plan Overview

## LPS Mission Statement

The Lawrence Public Schools will ensure that ALL students will successfully master the content and skills necessary to graduate from high school, college and/or career ready, by providing a standards-based, rigorous instructional program focused on academic achievement and the development of 21st century skills accompanied by a comprehensive system of supports, all of which are monitored and assessed regularly to ensure accountability to all stakeholders.

## Diverse Learners Statement

Lawrence Public Schools embraces a broad view of who we are as a diverse learning community. We celebrate our diverse learners who have multiple identities, lived experiences, unique skills and who learn in various ways.

## What is a DCAP?

DCAP stands for District Curriculum Accommodation Plan, a document required by law and intended to articulate a common vision for what all educators in the Lawrence Public Schools are expected to know and do to support ALL learners.

## What is the purpose of a DCAP?

The Lawrence Public Schools District Curriculum Accommodation Plan (DCAP) is a resource for all educators and parents to assist with meeting the needs of ALL learners. It provides definitions, processes, and concrete examples of tools to assist and support learners.

## Massachusetts General Law: 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 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, 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.

# District Accommodation Plan Overview

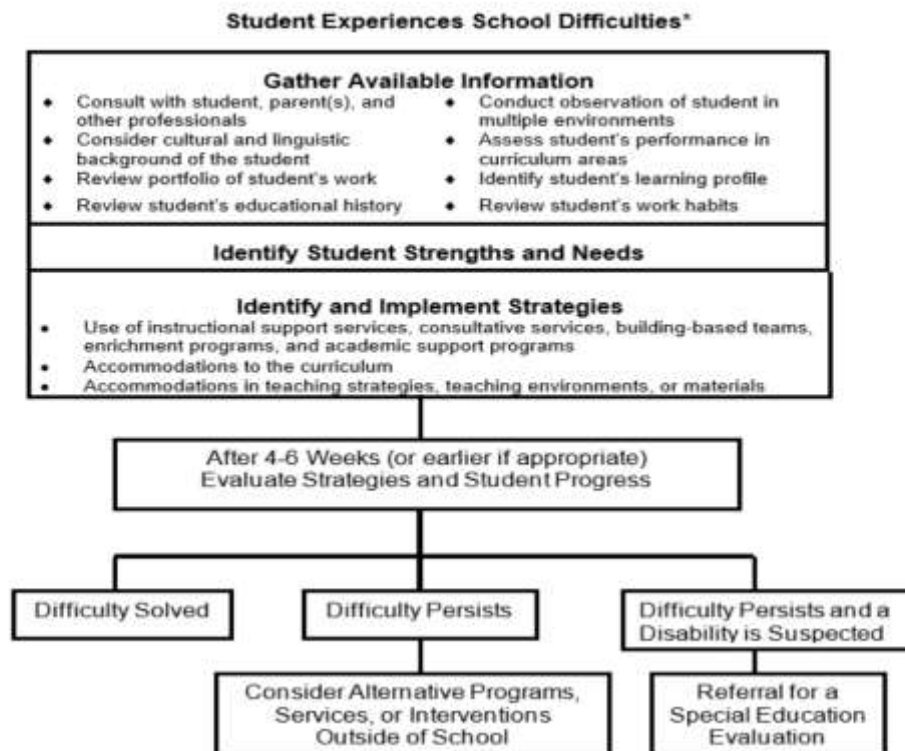
## How does a DCAP help?

The DCAP provides tools to:

- Assist student facing staff in analyzing, assessing, and accommodating diverse learners within the classroom.
- Identify services, supports, and instructional delivery options available within the general education settings.
- Outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching.
- Provide a list of accommodations and instructional strategies to meet the needs of diverse learners.

The following table outlines the general intervention process for supporting students academically. As students experience difficulties, educators work together with the student, family members and additional professionals to gather information, identify strengths and needs, identify and implement strategies, and, ultimately, if the difficulty persists, refer students for a special education evaluation or find an alternate service, program or intervention.

**TABLE 1 INSTRUCTIONAL SUPPORT INTERVENTION PROCESS**



# Multi-Tiered Systems of Support and Universal Design for Learning

## What is Multi-Tiered Systems of Support (MTSS)?

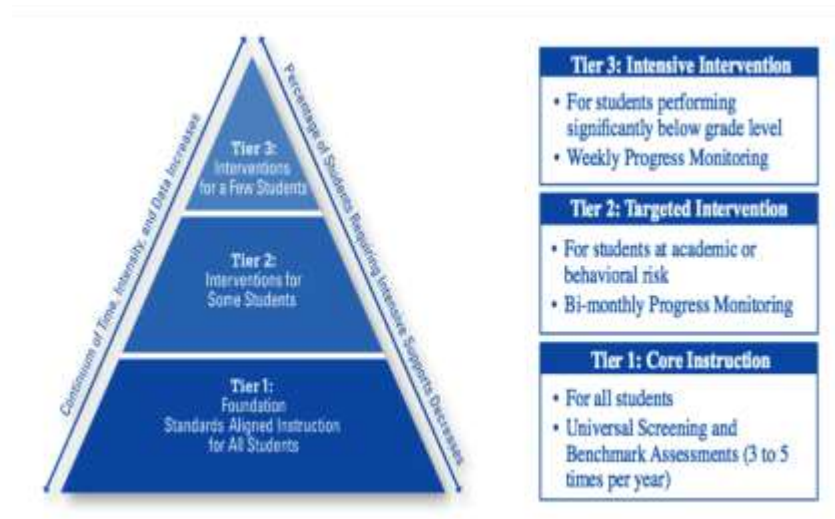
The Lawrence Public School District embraces the Multi-Tiered System of Support (MTSS) model, which provides an essential framework for school and district improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, Multilingual Learners, and students who are academically advanced.

The MTSS model guides both the provision of high-quality educational experiences in a safe and supportive learning environment for all students. Additionally, it guides both academic and non-academic targeted interventions for students who experience difficulties, in addition to extension and enrichment opportunities for students who have already demonstrated mastery of the concepts and skills being taught.

The MTSS framework is a 3-tier model of accommodations, resources and interventions to appropriately support students based on data-informed identified areas of weakness.

## Response to Intervention and Instruction (RtII)

Lawrence Public Schools utilizes the RtII model, as part of our larger MTSS program initiative. The following flow chart describes the tiers and interventions.



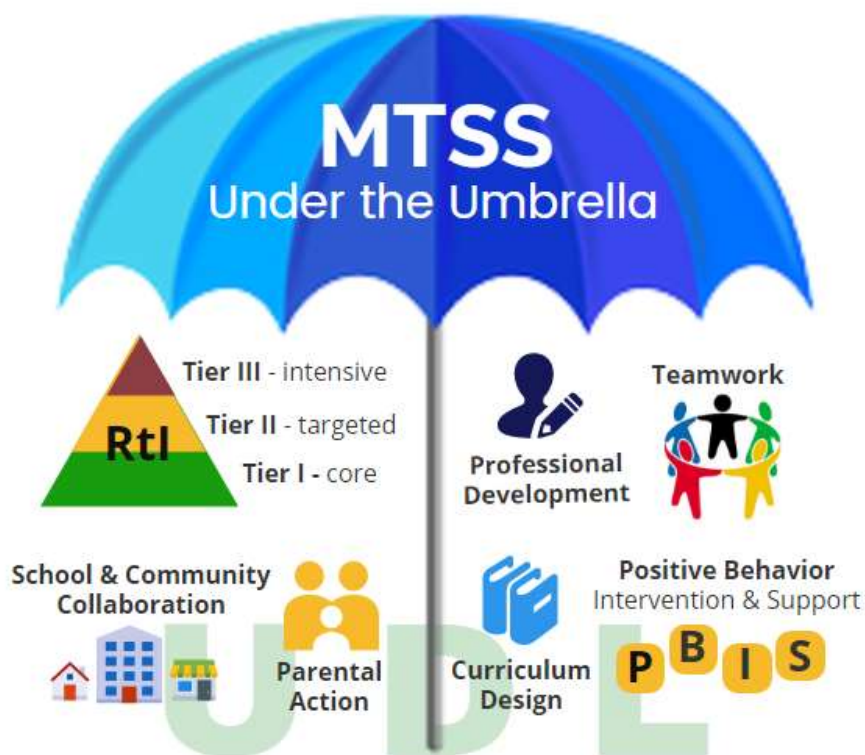
For more information, please reference [LPS RtII Flowchart](#) and [Overview of RtII Process](#).

# Multi-Tiered Systems of Support and Universal Design for Learning

## How does Lawrence's DCAP integrate with the MTSS Framework?

The DCAP includes suggestions for addressing concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices and sample strategies, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

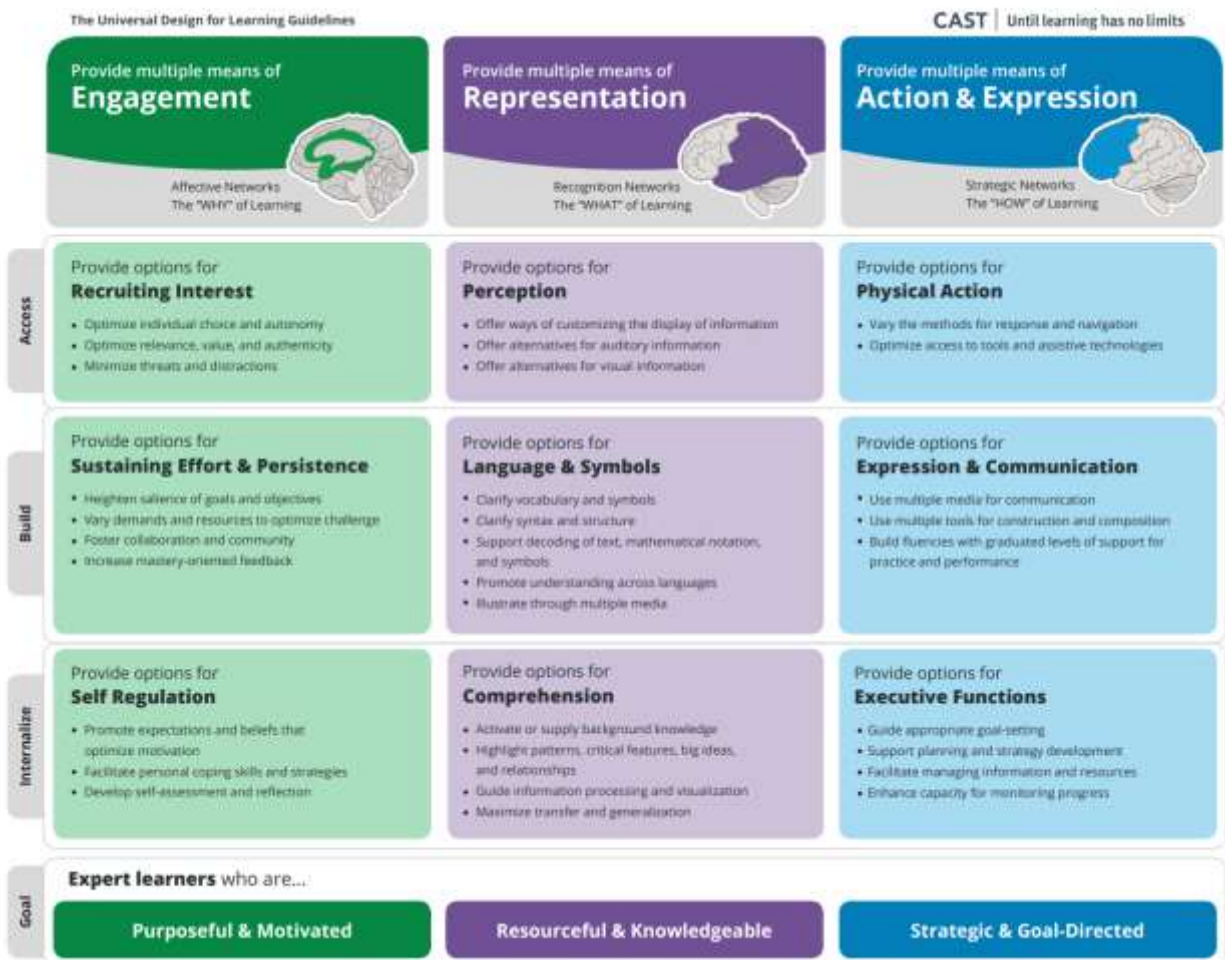
The foundation of Lawrence's DCAP is based on the frameworks of Universal Design for Learning (UDL), which aligns with the Tier 1 accommodations based on the MTSS framework.



# Multi-Tiered Systems of Support and Universal Design for Learning

## What is Universal Design for Learning (UDL) and how can it facilitate student success?

Universal Design for Learning (UDL) is a research-based, concrete educational framework that helps guide the design of learning environments in order to make them accessible and effective for all. Through UDL, educators provide multiple means of representation (the “what” of learning), action/expression (the “how” of learning), and engagement (the “why” of learning). UDL can be applied to any discipline or domain and ensures that all learners have access and the ability to participate in meaningful, challenging learning opportunities. The visual below provides the Universal Design for Learning Guidelines [CAST.org](https://www.cast.org/):



# Elements of the Law

Based on the Massachusetts General Law, as previously outlined, the following section details the elements of the law in greater detail, including accommodations, services and supports, Multilingual Learner (ML) strategies, direct and systematic instruction in reading, services to address behavior as well as family and guardian involvement.

## A. Defining Accommodations and Modifications:

### **Scaffolds**

Scaffolds are gradually removed supports that allow students to demonstrate increasingly independent proficiency with grade-level instruction

### **Accommodations**

An alteration to the environment, curriculum format or equipment that allows an individual to gain access to content or complete assignments

### **Modifications**

A change to curriculum, setting, approaches, interventions and/or personnel that is significantly different than provided to same grade/same age peers. Provided by or overseen by an individual with a specific license.

[The '5 W's' of Accommodation, Modifications and UDL](#)

## A. Example accommodations:

The following example accommodations are broken down into categories including presentation, response, setting, and timing/scheduling. Although these accommodations are intended to be used with all students, this breakdown can be especially useful as this format is used on Individualized Education Plans.

For specific examples of accommodations, explore the [LPS Accommodation Folder](#)



# Examples of Accommodations

<b>Presentation:</b> The way information is presented (e.g., text, lecture, video)	
<b>Auditory</b>	Audio books, Repeat, Rephrase, Redirect, Clarify directions, Role playing to teach routines, Think aloud
<b>Tactile</b>	Student friendly rubrics, Color coding/Highlighting text Alphabet and number strips provided, Manipulatives, Repeated practice of skills, Guided notes, Study buddy
<b>Visual</b>	Videos, Visuals, Chunked text, Graphic organizers, Reduced amount of language, Visual checklist, Pair oral instructions with visuals, Guided Notes, Word banks, Color/highlighting operations in mathematics, Math Reference Sheets, Graphic Organizers, Word walls in the classroom
<b>Response:</b> The way in which the student is required to respond	
<b>Oral Expression</b>	Choral speaking, Speech-to-text, Turn and Talks, Discussion Protocols, Student Feedback/Clarification, Oral rehearsal prior to sharing out/writing, Pre-alert prior to calling upon, Sentence starters and language model, Use of technology
<b>Written Expression</b>	Providing Choice for projects, Multiple means of assessment, Text-to-speech, Reduced number of items, Word banks
<b>Non-Verbal Expression</b>	Total Physical Response, Artwork, Gestures
<b>Setting:</b> The characteristics of the setting	
<b>Location</b>	Anchor charts, Access to fidgets, etc., Posted expectations and rules, Behavior expectation charts
<b>Structure</b>	Flexible grouping, Flexible seating, Small group, Intentional Seating, Consistent routines and structures, Providing choices, Strategic grouping
<b>Atmosphere</b>	Minimize distractions, Access to Noise canceling headphones, Positive Peer models
<b>Timing/Scheduling:</b> The timing and scheduling of the instruction	
<b>Duration &amp; Instruction</b>	Tailored Instructional pacing, Extended time to review instructional topics, Movement breaks, Timers for lesson pacing, Visual Schedules for student reference, Brain Breaks, Providing wait time between questions, Movement breaks, Consistent schedule/routine, Additional time or support to organize materials
<b>Length &amp; Production</b>	Flexible assignment due dates, Chunk instruction into smaller pieces
<b>Flexibility</b>	Extra time for assignments and assessments, Preferred Choice for assessments, Present alternate assignments

# Elements of the Law

## C. Services and Supports

Lawrence Public Schools offers ongoing supports and services for all students and staff aimed at improving student outcomes including:

- District-wide/building-based supports
  - Supports for MLs
- Professional development opportunities

### 1. District-Wide/ Building-Based Supports

The following district-wide/building-based supports are broken down into student and program supports, curriculum instruction and assessment strategies, resources to address behavior, and intervention supports.

#### Student and Program Supports (PK-12)

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Multi-Tiered System of Support (MTSS)</li><li>• Response to Intervention and Instruction (RtII)</li><li>• Multilingual Learners Services (ML)</li><li>• Access to Guidance Counselors, School Psychologists, Board Certified Behavior Analysts (BCBA), Occupational Therapists (OT), Physical Therapists (PT), Speech and Language Pathologists (SLP)</li><li>• Restorative Justice Practices</li></ul> | <ul style="list-style-type: none"><li>• Instructional Coaches</li><li>• Paraprofessionals</li><li>• School Nurses</li><li>• School Resource Officers</li><li>• Flexible Group Instruction</li><li>• Parent/Guardian Involvement</li><li>• Progress Reports</li><li>• Report Cards</li></ul> |
|---|---|

# Elements of the Law

## Curriculum Instruction/Assessment Strategies (PK-12)

- Differentiated Instruction
- Universal Design for Learning (UDL)
- Data-Based Decision Making
- Applied Interventions (Remedial & Intensive)
- Use of checklists, rubrics, exemplars and graphic organizers
- Instruct students in study skills and note-taking (Executive Functioning)
- Repeat or reteach concepts
- Implement frequent progress monitoring system
- Common formative/summative assessments and benchmarks
- Academic improvement plans
- Flexible and small group testing
- Utilize available technology and approved computer assisted instruction and assessment

## Resources to Address Behavior (PK-12)

- Access to district BCBA's and Behavior Specialists
- Include movement breaks (frequency may vary as needed)
- Staff certified in CPI/Safety Care
- Social emotional learning through CASEL aligned lessons and/or different programs such as Second Step, Caring Schools, Impact Sports Lab, MyMindset360, Wayfinder, etc.
- Consultations with outside mental health services for crises
- Access to counseling services
- Guidance/school adjustment counselor, psychologist, etc)
- Arrange seating to optimize student learning and focus
- Positive behavioral supports and systems, including PBIS, Restorative Justice, and/or Project Adventure
- Collaboration with parents/guardians/families to support the whole child

# Elements of the Law

Intervention Supports			
	Early Childhood/ Elementary	Middle	High
Academic Tutor	X	X	X
ANET	X	X	X
DIBELS mClass	X	X	
Freckle	X		
Heggarty	X		
Imagine Learning	X	X	
iReady	X	X	
Interventionists	X	X	X
Lexia	X	X	X
NWEA MAP Testing	X	X	X
Orton Gillingham	X		
Reading Specialists	X	X	X
ST Math	X	X	
Wilson	X	X	X
ZEARN	X		

# Elements of the Law

## 2. Multilingual Learner (ML) Strategies

The strategies listed below can be effective in meeting the needs of multilingual learners, including newcomers and Students with Limited or Interrupted Formal Education (SLIFE). Some of the following strategies may be more effective than others with specific grade levels. The LPS

ML department has more information for supporting MLs on their [website](#).

### ML Strategies

- Content and Language Objectives
- Graphic Organizers
- Sentence Frames
- Sentence Stems
- Tiered Vocabulary
- 7 Step Approach
- Small groups
- Think/Write/Pair/Share (TWPS)
- [Turn-and-Talks](#)
- [Adapted Writing with Colors](#)
- [Close Reading Protocol](#)
- Discussions and [debates](#)
- [Socratic Seminars](#)
- Additional Language Development Strategies can be found below: [RETELL Strategies](#)
- [ESL Toolkit - Best Practices Quick Reference Guide: Newcomers](#)

### ML Instructional Practices

- Maintain high expectations aligned to standards and tailor instruction to what students can do.
- Teach, model, and scaffold academic conversations.
- Connect learning opportunities to prior learning, build background knowledge, and create meaningful learning opportunities that are authentic and connected to students' lives.
- Create a school culture where newcomers and their families are respected, valued, and part of the school.
- Ensure equitable grading and assessments.
- Integrate content, language, and social and emotional learning
- Incorporate Project Based Learning (PBL).

### Students with Limited or Interrupted Formal Education (SLIFE)

- Use asset-based teaching and learning approaches that center on students and families' funds of knowledge
- Use appropriate placement and interventions to accelerate learning
- Leverage highly structured instructional strategies
- Establish a peer ambassador program
- [Implement home visits](#)
- Additional information can be found here: [DESE SLIFE Quick Reference Guide](#)

# Elements of the Law

## 3. Services to Address Behavior

This DCAP ensures services are provided to address the needs of students whose behavior may interfere with learning. All Lawrence Public Schools students are provided with counseling services, restorative justice practices, social emotional learning supports and behavior intervention strategies as needed. The following are proactive behavioral strategies that may be employed as needed.

<b>Proactive Behavioral Strategies</b>	
<ul style="list-style-type: none"><li>● Establish and consistently reinforce clear and concise classroom expectations</li><li>● Provide students with choices</li><li>● Arrange seating accommodations</li><li>● Develop teacher-student contracts</li><li>● Develop behavior plans</li><li>● Include positive reinforcement, praise, incentives, and rewards</li><li>● Provide for parent support and communication</li><li>● Avoid power struggles and use of confrontational techniques</li></ul>	<ul style="list-style-type: none"><li>● Ignore attention-getting behavior for a short time</li><li>● Speak privately to student about inappropriate behavior</li><li>● Communicate frequently with parents</li><li>● Provide for individual and small group counseling</li><li>● Integrate movement into instruction</li><li>● Designate a sensory break space location within the classroom/school</li><li>● Consult with necessary staff (counselor, school psychologist, adjustment counselor, special education staff, paraprofessionals, etc.)</li></ul>

# Elements of the Law

## 4. Direct and Systematic Instruction in Reading

Lawrence Public Schools believes in providing a strong foundation in literacy for all students, grounded in direct and systematic reading instruction at all grade levels. The following are the Core Literacy Beliefs and Instructional Vision for Literacy. For a more detailed description of the LPS's Instructional Vision for Literacy, reference the [LPS Strategic Literacy Plan](#).

### Core Literacy Beliefs

- Literacy is an essential life skill and is a critical component to enabling lifelong well-being.
- An equitable, culturally responsive literacy program enables students full access to academic content and is critical to self efficacy, confidence, and academic achievement.
- All students bring linguistic and cultural strengths and assets that have value in our community and for their learning.
- Literacy enables students to think critically so that they can behave, act, and think with agency and engagement.
- Explicit literacy instruction is the role and responsibility of every teacher in Lawrence Public Schools.
- We must partner with families to support our student skills in reading, writing, speaking, and listening.
- We must support our teachers by providing robust, multi-year professional learning opportunities that support the implementation of the literacy vision

<b>Pillar #1 Curriculum</b>	<b>Pillar #2 Pedagogy</b>	<b>Pillar #3 Data &amp; Assessment</b>	<b>Pillar #4 Intervention</b>
All students have access to high quality literacy curricular materials.	Educators skillfully use evidence-based practices to promote active reading, writing, speaking, listening and thinking for all students.	Schools use a robust assessment system and regularly analyze data in order to provide targeted instruction for all students.	All students receive targeted multi-tiered instruction and interventions based on individual needs and triangulation of all literacy assessment data.

# Elements of the Law

## D. Teacher Mentoring and Collaboration

LPS is committed to deepening its efforts to recruit, retain, and train culturally responsive, highly effective teaching and professional staff. The district has a differentiated approach to teacher mentoring and collaboration to meet the various needs of the district as a whole and within its schools.

Support for teachers that will help them analyze and accommodate students' learning needs and support teacher collaboration include:

<b>Professional Development/Resources (PK-12)</b>	
<ul style="list-style-type: none"><li>• New Teacher Induction and Mentoring Program</li><li>• Professional Learning Communities (PLCs)</li><li>• Common Planning Time (Grade level meetings/Cohort meetings)</li><li>• Instructional Coaching</li><li>• Inclusive practice handbook (UDL framework, SEL, and Differentiated instruction)</li><li>• Professional Development Days for All Staff</li></ul>	<ul style="list-style-type: none"><li>• In-service Courses, Workshops, and Trainings</li><li>• Faculty Meetings</li><li>• Communities of Practice</li><li>• Instructional Leadership Team</li><li>• RtII Meetings</li><li>• Collaborate/Consult with related Service Providers (School Adjustment Counselor, speech/language, school psychologist, Occupational Therapist, Physical Therapist, Adaptive PE)</li></ul>



# Elements of the Law

## E. Parental Involvement

LPS seeks to grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development. The district views families as partners in a student's education. The DCAP is a reference and resource for educators, as well as a document to inform parents/guardians of the wide range of support available both inside and outside of the school.

### District Resources:

- Family Resource Center
- Special Education Parent Advisory Council
- English Learner Parent Advisory Council
- English Learner Bilingual Advisory Council
- Tu Voz Council
- Virtual Coffee Hour Series
- Lawrence Family Institute for Student Success
- Adult Learning Center
- Interpreter and Translation Services
- Naviance Program for College and Career Pathways

### School-based Events & Resources:

- Curriculum Nights/ Open Houses
- School-Based PTO/ PTA
- Student Performances
- School Councils
- Report Card Night
- Student/Family Compact
- School-Based Parent Liaisons
- Monthly Calendars

### Communications:

- Class Dojo
- Use of ConnectEd bi-lingual message for mass messaging
- Lionbridge: over the phone interpretation tool
- [District](#) and Individual School Web Pages
- [Lawrence Public Schools Facebook Page](#)
- Lawrence Public Schools Instagram Page
- State reporting of student progress through MCAS and ACCESS Student Report

# Glossary

<b>Accommodation</b>	Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum and assessments.
<b>Assistive Technology</b>	A technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a learner.
<b>Data-Based/Data Driven Decision Making:</b>	A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular.
<b>Differentiated Instruction</b>	Process of designing lesson plans that meet the needs of the range of learners, which includes planning learning objectives, grouping practices, teaching methods, varied assignments and varied materials based on student skill levels, interest levels, and learning preferences.
<b>Evidence Based Practice</b>	Educational practices/instructional strategies supported by relevant scientific research studies.
<b>Explicit Instruction</b>	A systematic form of instruction that does not make assumptions about skills and knowledge that learners possess; emphasizes checking for understanding, and achieving active and successful participation by all students.
<b>Formative Assessment/Evaluation</b>	Classroom/curriculum measures of students' progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.
<b>Equitable Instruction</b>	Creating specialized differences in curricular experiences, creating multiple options for knowledge acquisition, sense-making, and product creation.
<b>Former Multilingual Learners</b>	Former MLs are students who at one time were identified as MLs and have met the criteria for exiting ML status within the past four school years.
<b>IDEA (Individuals with Disabilities Education Act)</b>	A law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

# Glossary

## **Metacognitive Strategies**

Metacognitive strategies empower students to think about their own thinking. This awareness of the learning process enhances their control over their own learning. It also enhances the personal capacity for self-regulation and managing one's own motivation for learning.

## **Modifications**

A change to curriculum, setting, approaches, interventions and/or personnel that is significantly different than provided to typical peers. Provided by or overseen by an individual with a specific license.

## **Multilingual Learners (MLs)**

Students who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

## **Multimodal**

Characterized by different ways of presenting, accessing and learning information. An example of multimodal texts includes comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations, e-posters, e-books, and social media.

## **Multi Tiered System of Supports (MTSS)**

Providing an essential framework for school and district improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, Multilingual Learners, and students who are academically advanced.

## **Pedagogy**

The method and practice of teaching, especially as an academic subject or theoretical concepts..

## **Positive Behavior Interventions and Supports (PBIS)**

Preventative approach schools use to promote school safety and good behavior.

# Glossary

<b>Progress Monitoring</b>	A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students to monitor implementation of specific interventions or with a whole class.
<b>Remediation</b>	Instruction intended to remedy the situation; to teach a student something they should have previously learned or be able to demonstrate; assumes appropriate strategies matched to a student learning have been used previously.
<b>Response to Instruction and Intervention (RtII)</b>	Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.
<b>Scaffolds</b>	Scaffolds are gradually removed supports that allow students to demonstrate increasingly independent proficiency with grade-level instruction
<b>Section 504</b>	Part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.
<b>Transition Cue</b>	A transition cue can be any prompt given to an individual to represent or notify of an upcoming change from one activity to the next. Transition cues can be visual, verbal, auditory, or tangible and aim to pair concrete stimuli with a more abstract occasion.
<b>Universal Design for Learning (UDL)</b>	A framework to improve teaching and learning for all people based on scientific insights into how humans learn.

# Acknowledgements

The 2023 Lawrence Public Schools District Curriculum Accommodation Plan is a result of the research and development by the DCAP Revision Committee and is composed of principals, curriculum coordinators, teachers and related service providers.

<b>Name</b>	<b>Title</b>	<b>Location</b>
<b>Cheryl Travers</b>	Early Childhood Expert Educator	Office of Curriculum & Instruction
<b>Caelyn Ford</b>	GenEd Teacher, Early Childhood	Lawlor School
<b>Jaimie Jenks</b>	GenEd Teacher, Elementary School	South Lawrence East Elementary
<b>Ambar Garcia</b>	Science Teacher, Middle School	Oliver Middle School
<b>Christi Cartwright</b>	High School Multilingual Learners	LHS - Unidos Academy
<b>Gio Calvarese</b>	GenEd Teacher, High School	LHS- Upper School Academy
<b>Jennifer Burns</b>	Special Education, Elementary	Frost Elementary
<b>Haley Zahn</b>	Special Education, Elementary	Parthum Elementary
<b>Emily Haynes</b>	Special Education, Middle School	Guilmette Middle
<b>Benjamin Farwell</b>	Special Education, High School	LHS-Lower School Academy (9)
<b>Mary Gosselin</b>	Middle School Multilingual Learners	Frost Middle School
<b>Stephanie Montes</b>	High School Multilingual Learners	LHS-Upper School Academy
<b>Jocelyn Theriault</b>	Instructional Coach, Early Childhood	Rollins Early Childhood Center
<b>Katherine Ulcickas</b>	Instructional Coach, Elementary	Tarbox School
<b>Jessica Brown</b>	Instructional Coach, Middle School	Arlington Middle School
<b>Melanie Roche-Laputka</b>	Dean of Curriculum and Instruction	High School Learning Center
<b>Melissa Melendez</b>	9th Grade Principal	LHS - LSA9
<b>Florence Chambers</b>	Paraprofessional, Crisis	Breen School
<b>Shantel Hidalgo</b>	Paraprofessional, Instructional	Arlington Middle School
<b>Sue Celia</b>	Related Service Provider	Office of Student Support
<b>Elizabeth Bain</b>	Related Service Provider	Office of Student Support
<b>Heather Langlois</b>	Supervisor of Visual and Performing Arts	Office of Curriculum & Instruction
<b>Melissa Spash</b>	Deputy Superintendent	Central Office
<b>Emma Belza</b>	Director of Curriculum & Instruction	Office of Curriculum & Instruction
<b>Kimberly Kozak</b>	Special Education Director Zone 3	Office of Student Support