



District Curriculum Accommodation Plan 2018

The Law - What is a curriculum accommodation plan?

Chapter 71, Section 38Q $\frac{1}{2}$

Curriculum Accommodation Plan

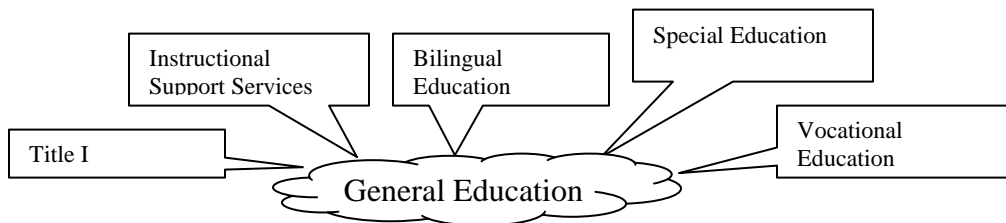
A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning 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.

Increasing the Capacity of the General Education Environment

Overview

General education is the door to learning which all students are expected to enter; it should be the **goal** of every school district to make the general education environment the appropriate placement for all students. Special education should not be a separate program, but rather should be one aspect of a continuum of supportive services and programs that are provided to ensure that the general education environment is a responsive environment. Several key activities have taken place in Massachusetts that support the responsiveness of the general education environment.

- Recently enacted changes to Ch. 71 (Public Schools) of the Massachusetts General Laws added a new section, Section 38Q 1/2. This section requires adoption and implementation of a district curriculum accommodation plan (DCAP) to assist school principals in ensuring that all efforts have been made to meet students' needs in the general education environment. The DCAP is intended to assist the regular classroom teacher in analyzing and accommodating diverse learning needs of all students in the general education program and is not limited to preventing the need for special education services. The responsibilities articulated in statute include the requirement that the DCAP address direct and systematic instruction in reading and provision of services to address the needs of students whose behavior may interfere with learning. The DCAP additionally includes 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.
- Changes in the certification and recertification requirements and in the requirements for the district professional development plan ensure that all educators, both special educators and general educators and paraprofessionals, will receive training to build capacity for a more responsive general education program. The required training emphasizes analyzing and accommodating diverse learning needs of all students and methods of collaboration among teachers, paraprofessionals, and teacher assistants to enhance the ability to be responsive to all students in the general education classroom.



Working together, general and special educators can provide professional support to each other to address student learning. Teacher mentoring and collaboration are strongly encouraged. Schools can provide a rich curriculum; instructional practices and varied programs of services

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geared to individual needs; including opportunities for strong family and parental involvement by raising awareness of the educational services in the school.

An effective District Curriculum Accommodation Plan may provide for one or more of the following, to help meet the needs of diverse learners in the general education environment.

- Increased support services and instructional delivery options available within general education;
- More effective educational policies and practices, such as reduced class size policies;
- Responsive, flexible curriculum presentation in general education;
- Multiple instructional support strategies;
- Staff time for professional collaboration and problem solving;
- Availability of standardized and criterion-referenced assessment data as one measure of student learning and indicator of student needs;
- Referral services to provide child care, or health care services; and
- Information services for parents to understand school programs and options available for their children.

Barriers that contribute to learning difficulties are not always clearly related to education. School districts must consider addressing barriers related to coming to school ready to learn and conditions supportive of learning in an ongoing way.

The aforementioned are excerpts from the Massachusetts General Laws and Is Special Education the Right Service? A Technical Assistance Guide (working draft-March 2001) Either of these documents can be utilized in full for additional information.

The Manchester Essex Regional School District approaches DCAP systemically; however, the foundations for curriculum accommodation for all students in the district are organized, orchestrated and tailored to the unique student populations found in the three sites comprising the Memorial Elementary School, Essex Elementary School, and the Middle/High school.

Memorial School

1. Child Study Team

The Child Study Team at Memorial School meets every other Friday from noon until the end of the school day. Teachers are invited to bring students to the team for brainstorming and suggestions for intervention. Issues range from discussions of standardized and state testing results, programming for ESL and gifted children, to academic, emotional and behavioral problems of the general student population.

Members of the Child Study Team include Kathy Meinelt (general education specialist and co-chair), Ilyse Frisch (guidance counselor and co-chair), Nancy Filias (general education ILC teacher), Gayle Macklem (school psychologist) and Robert Ferrara (Interim Principal) along with the referring teacher. Other staff members are included in the Team as needed.

Members of the Child Study Team complete screenings, conduct observations, review records, talk with parents of the referred students and meet as a team.

2. Individual Learning Center

The Individualized Learning Center receives referrals from the Child Study Team. After students needs have been determined, the ILC teacher tutors children in small groups or in the general education classroom. Nancy Filias is the only service provider. She is in charge of MCAS Success Plans.

3. The Reading Initiative

The Reading Initiative is a general education program designed to prevent and ameliorate reading problems in the early grades. The program was included in the 2002 Third Edition of Exemplary Mental Health Programs published by the National Association of School Psychologists.

Staff for the Reading Initiative includes all kindergarten, first and second grade teachers and kindergarten aides. Kathy Meinelt, general education reading specialist, heads the program. She is supported by Gayle Macklem (school psychologist), Elin Griesbach (speech/language pathologist), and Ilyse Frisch (guidance counselor) who along with Kathy constitute the assessment team with additional assessment help as warranted from Joyce Swedberg (special needs teacher).

The Reading Initiative consists of phonological awareness training and phonics instruction by classroom teachers supported by additional tutorial support in small groups by instructional aides and Kathy herself, for periods of time differing at each grade level. Children are selected for the program through assessment using screening instruments several times during the school year (4x in kindergarten, 3x in grade 1 and 1x in grade 2).

Children receive additional reading instruction 3x30 minutes in kindergarten and 5x 30 in grades one and two. A very small group of children who continue to qualify via repeated screenings/surveillance receive instruction in grade three by Kathy and grade 4 by Nancy Filias.

4. Counseling Groups

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The school psychologist and school guidance counselor provide group services for children with social-emotional needs, behavioral issues and cognitive issues resulting social interaction problems. These groups change yearly.

Five groups cover students in the various grades (Grade 1 (two groups), group for grade 2, a group for grade 3 and grade 4, and a group for grades 6).

Groups service children primarily in general education but also include children identified as needing special education services. Two providers allow staff to divide duties so that one provider runs the group and the other is able to take clinical notes which allow the providers to make changes in programming to meet individual needs and to monitor the progress of each child, given the different needs that each child represents. The groups also include appropriate models.

5. Consultation

All special educators, the guidance counselor, the school psychologist, the speech/language pathologist, the occupational therapist, the reading specialist and the ILC teacher provide consultation services to the general education teachers in their respective areas. Consultation includes problem-solving, observations, screening and brainstorming with teachers. Administrative consultation should also occur regularly between the Director of Student Services and building principals.

6. School Guidance

The guidance counselor provides classes in many of the general education classrooms. These lessons are designed to prevent problems through affective education to discuss current issues with students that will help them problem solve.

7. Parent Services

The school psychologist provides services to parents including parent training, referral and consultation. Services are provided to parents of preschoolers who are Manchester residents and to parents of elementary children in both general and special education.

Some services involve one or two meetings and some involve a series of meetings over time. Some years, parenting classes are offered.

8. Counseling Services

The school psychologist and the guidance counselor both provide individual services for general education students and children identified as requiring special education services, who have emotional needs. Services range from affective education to supportive counseling, to cognitive therapy.

Teachers, parents and the school principal refer students to the respective service provider. Other students are services in accordance with their individualized education plans.

9. Administrative Team

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The Administrative Team involves differing staff depending on the type of issue involved. Issues include retention, serious family issues, school safety issues, crisis and serious child discipline issues.

- Professional Development Activities as determined by the professional development committee.
- List of yearly Assessments given to children at each grade level.
- District Education Policies or practices supporting student achievement regarding class size.
- New teacher training induction program.

Essex Elementary

1. Child Study Team

A teacher, parent, specialist staff person, or any concerned person may raise a student in the team format for the purpose of “case study”. Case study is designed to brainstorm strategies to assist the student. This may or may not include services, depending on the student’s individual needs. Suggested modifications would begin and monitoring and review would occur in 6-8 weeks.

This process most likely would include observations of the student in their classroom environment by several colleagues prior to the original child study meeting.

Any additional networking beyond the building resources would be provided for.

2. Reading

- Reading recovery grade 1
- Title 1 grades 2 –3
- Reading teacher K-3
- Reading teacher 4-5

-Students are serviced and targeted for support by teacher recommendation and collective assessment techniques.

Service is provided for reading recovery according to program guidelines and instruction is given one-to-one. Additional reading services are collaborated with the classroom teacher in a small group tutorial format. Time formats remain flexible. Meetings generally occur 2-4 times weekly for 30-45 minutes, depending on students needs.

This format is designed to provide intense instruction to troubled readers to collaborate with teachers to provide service to small groups of students and to be flexible so as to mix and match between classes and resources. For example, the reading teacher, special education teacher and classroom teacher planning and working together in class to service small groups of children, during the Language Arts block

3. Guidance and School Psychologist

The Guidance Counselor and School Psychologist are assigned through the child study process or informally requested to meet with individual students on an as needed basis. Small group issue oriented group work convenes annually on an as needed basis as well.

4. Funded by our Title I Grant is a 3-week, 3 morning springboard reading summer program

5. Collaborative Teaching Methodology

Collaborative Teaching between regular education and special education occurs regularly. All special educators, the guidance counselor, the school psychologist, the speech/language pathologist, the occupational therapist, and the reading specialist provide consultation services to the general education teachers in their respective areas. Consultation includes problem-solving, observations, screening and brainstorming with teachers. Administrative consultation should also occur regularly between the Director of Student Services and building principals

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MERSD Middle/High School

Strategies	Description
<i>Assistance to regular education teachers, such as professional development, that will help them to analyze and accommodate various students' learning needs, including students who are English Language learners and to manage students' behavior effectively.</i>	<ul style="list-style-type: none"> • Mentor/ Mentee Program • Student Assistance Teams • IEP/504 accommodation plans • Curriculum guides • School Adjustment counselor • Professional Development Days-technology, assessment, and curriculum • MCAS review teams • Differentiated Instruction
<i>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.</i>	<ul style="list-style-type: none"> • Learning Center • 504 plans • School Adjustment Counselor • ESL & Reading tutoring • SAT teams
<i>Direct and systematic instruction in reading for all students.</i>	<ul style="list-style-type: none"> • Summer reading • English assigns multiple novels to each grade level • Reading Instruction
<i>Encouraging of teacher mentoring and collaboration</i>	<ul style="list-style-type: none"> • Mentor/ Mentee Program • EDCO • Professional Development Opportunities • SAT • Guidance Counselors • School Adjustment Counselor • Research for Better Teaching
<i>Changes to the school schedule, such as additional instructional time or block scheduling</i>	<ul style="list-style-type: none"> • Rotating Schedules • Hour long classes
<i>Review of local curriculum in relation to the state learning standards.</i>	<ul style="list-style-type: none"> • Curriculum guides • Professional Development Opportunities • Faculty Meetings • MCAS review • NEASC
<i>Review of school policies and discipline codes</i>	<ul style="list-style-type: none"> • School Council • Administrative Council • Faculty meetings • Parental input • Handbooks • Emphasis on Small Class Sizes • Inclusionary Model
<i>Additional staffing or consultation on behavior issue and on literacy development</i>	<ul style="list-style-type: none"> • Reading Consultants • North Shore Education Consortium • SAT teams • IEP/504s • School Adjustment Counselor • School Psychologists • Teaching Assistants
<i>Documentation of accommodations/interventions:</i>	<ul style="list-style-type: none"> • SAT teams • School Adjustment Counselor

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	<ul style="list-style-type: none">• IEPs/504s• EPP's• Guidance Counselors• Individual Student Success Plans
<i>After school options such as homework assistance and peer coaching</i>	<ul style="list-style-type: none">• Teacher Extra Help• Extra curricular activities/sports
<i>Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.</i>	<ul style="list-style-type: none">• Spaulding Trust• Hooper Fund• CCI Meetings• School Improvement Plan

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Define the student's problem(s) by checking behaviors frequently observed in comparison to other students in the same grade level

LISTENING COMPREHENSION

- difficulty understanding spoken language
- difficulty following verbal directions
- difficulty copying from the board

ORAL EXPRESSIONS

- difficulty expressing thoughts and ideas
- limited speaking vocabulary

READING

- difficulty with letter/word recognition
- word guessing
- slow, constant sounding out of words
- difficulty with comprehension
(factual, critical)

WRITTEN EXPRESSION

- difficulty with spelling
- difficulty with writing speed
- difficulty completing written work
- difficulty with punctuation
- difficulty writing sentences
- difficulty organizing sentences and ideas
into meaning paragraphs

MATHEMATICS

- difficulty with number recognition
- difficulty with number concepts
- difficulty with basic number operations
 - addition
 - subtraction
 - multiplication
 - division
- difficulty understanding place value
- difficulty solving word problems

DISCRIMINATION

- difficulty discriminating letter symbols
- difficulty discriminating letter sounds

ATTENDANCE

- term 1 _____
- term 2 _____
- term 3 _____
- term 4 _____

VISUAL MOTOR COORDINATION

- difficulty with small motor tasks
- difficulty with paper/pencil tasks

ATTENTION/ORGANIZATION/ACTIVITY LEVEL

- difficulty beginning a task
- difficulty maintaining attention
- easily distracted
- loses or forgets work and/or materials
- difficulty with organization
- difficulty completing tasks
- difficulty with changes in routine
- overactive
- underactive

SOCIAL/EMOTIONAL

- lacks motivation
- lacks self-control
- easily frustrated
- sudden changes in mood throughout the day
- inconsistency in performance
- interrupts and distracts class
- usually aggressive towards others
- usually shy or withdrawn
- difficulty making keeping friends
- does not accept responsibility for own behavior
- cries frequently
- easily influenced by others
- needs constant approval
- difficulty interpreting social cues
- asks to leave class frequently
- complains of feeling ill frequently

SPEECH

- stutters
- difficulty articulation speech
- unusual voice quality

MEMORY

- difficulty remembering what is seen
- difficulty remembering what is heard
- difficulty retaining information over a period of time

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ASSISTANCE TEAM MEETING NOTES

Student Name: _____ Birthdate: _____

Parent(s): _____ Teacher: _____

Grade: _____ Facilitator: _____ Meeting Date: _____

Persons Present:

Previous Assistance Team: _____ Yes _____ No

Background Information:

Strengths:

Areas of Focus:

Prior Strategies/Interventions:

Action Plan:

Responsible Person(s)/Timeline:

Follow-up Date: _____

Assistive Technology: products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with disabilities.

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Appendix C: List of Accommodations

General Accommodations:

Materials/Books/Equipment:

- Access to Computer
- Alpha Smart
- Alternative mice: trackball, joystick, touch pad
- Assistive Technology: _____
- Books on Tape
- Calculator
- Easel, slant board, clipboard to position paper
- Equipment for positioning paper and books
 - Clipboard
 - Work station copy holder
 - Easel, wedge, slant board
- Large Print Text
- Locker with an adapted lock
- Magnifying glass, bars, page magnifiers
- Manipulatives
- Modified Worksheets
- Number lines
- Pocket dictionary
- Print on colored paper
- Speech to Text Devices
- Speaking dictionary
- Spell check
- Supplementary Visuals
- Tape Recorder

Materials/Books/Equipment cont.:

- Tools for marking and flagging text: binder tabs, highlighters, post-it notes, etc.
- Word Prediction Software
- Voice Recognition Software
- 3Ring personal dictionary for common words

Response/Assessments/Tests:

- Administer tests orally
- Allow oral responses
- Allow one page of notes or note card for use during test
- Allow use of technology
- Alternate Tests
- Alternate setting
- Assign a project instead of a test
- Change font on worksheets and tests
- Change time of day
- Divide into more than one administration
- Double – space worksheets and tests
- Extended time
- Learning styles

- Limit multiple choice answers
- Limit matching sets
- Open book/open notes
- Orally present words, phrases, sentences in questions, or answer choices
- Pace Long Term Projects
- Preview test procedures
- Provide breaks
- Provide study questions/guide
- Reduced Reading
- Rephrase Test Questions/Directions
- Shorten length of test
- Use scribe
- Vary testing format (Portfolio assessments, Authentic assessment, “Hands On”)

Grading

- Audit Course
- Base Grade on ability
- Clearly explain grading criteria for all assignments
- Consider effort or participation as part of grade
- Course Credit
- Extra credit
- No Spelling Penalty
- Pass/Fail
- Untimed tests

Organization

- AM/PM check in to organize
- Assign partner
- Assign special projects or give alternative assignments
- Break assignments into smaller segments or tasks
- Check assignment book
- Checklist to check off completed tasks
- Colored folders/binder
- Daily assignment list
- Daily homework list
- Desktop list of tasks/schedule
- Electronic Organizers
- Extra space for work
- Give reminders for due dates for long term assignments
- Graphic organizers
- Peer dictates reading assignments on tape recorder
- Pencil Box for tools
- Picture Schedule
- Post routines

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Organization cont.

- Post assignments/email/web
- Reduce assignment
- Reformat pages: less information per page
- Sequence the steps in a task by numbering
- Study buddy – Study outline
- Teach note taking, review student notes.
- Weekly home-school communication tool
- Worksheet formats

Setting/Environment:

- Adaptive Work Space
- Allow student to sit on a T stool/ balance ball or stand while working
- Change lighting
- Earplugs/headphones to minimize noise
- Eliminate distracters from desk
- Extra supply of pens, pencils, paper
- Reduces visual stimuli/clutter
- Opportunities for physical activity
- Post daily routine
- Seat in low traffic area / Alter physical room arrangement
- Stand near student when instructions are given
- Study carrel
- Transition ahead of the class (structured or minimized transitions)

Behavior Management/Support:

- Allow stretch time
- Assign a safe place for “cooling down” or “regrouping”
- Assign seating.
- Breaks / Timers
- Clearly define expectations.
- Chart Progress
- Collect Baseline Data
- Conduct Functional Behavior Analysis (FBA)
- Contingency Plan
- Cue Expected Behavior
- Daily Feedback
- De-escalation Strategies
- Develop behavior contract (BIP)
- Emergency Plans
- Employ teacher proximity
- Give meaningful rewards
- Hold confidential conference and/or discussion on behavior
- Ignore behavior
- Incorporate movement every 10 minutes into lessons
- Make direct eye contact
- Modeling expected behavior by Adults
- Modify student schedule

- Monitor closely during transitions/ Use multiple reminders of upcoming transitions or changes in activity
- Monitor playground/lunch room
- Parent/Guardian Sign Homework
- Parent/Guardian Sign Behavioral Chart
- Peer Support/Mentoring
- Positive reinforcement and incentives
- Prearranged cue for the student to leave the room
- Prepare your student for unstructured time
- Present snacks like peanut butter/cheese/crackers
- Provide consistency, stability, and structure
- Provide frequent interaction; use student’s name often
- Remind students of rules periodically
- Response Cost / Point system
- Seat near positive peer model
- Self monitor behavior
- Teach with games; use computer games
- Time Out from Positive Reinforcement
- Use calming or relaxation techniques
- Use nonverbal signals

Presentation/Instructional Strategies:

Instructional Groupings

- Assign Study partners
- Cooperative learning groups
- Independent seat work
- Large group or whole class
- One-to-one teacher/student instruction
- Peer tutor or cross-age tutor
- Student directed small group or peer partners
- Teacher directed small group instruction

Teaching Formats:

- Activity based lessons
- Computer assisted instruction (smart boards)
- Differentiated Instruction
- Discussion and debate
- Display examples/models
- Display key vocabulary
- Drill/Repetition
- Experiential lessons
- Incorporate all learning modalities (visual, tactile, auditory, multisensory)
- Incorporate technology into lesson
- Inquiry
- Lecture & demonstration
- Simulations, role playing, group presentations
- Teach specific study skills

General

- Check work in progress
- Concrete examples
- Have student restate information
- Immediate Feedback

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Presentation/Instructional Strategies cont.

- Monitor assignments
- Oral/Visual Reminders
- Personalized Examples
- Pre-teach content
- Pre-teach skills before operations are required.
- Repeat the lesson cycle
- Review sessions
- Use manipulatives
- Use mnemonics
- Utilize prompts and gestures
- Visual reinforcement
- Use overhead and other visuals in oral presentations
- Vocabulary Word Bank

Subject Specific Accommodations:

Reading

- Allow a reading buddy. Encourage peer tutoring.
- Allow variety of student responses
- Books on tape
- Echo reading
- Eliminate visual distractions on the page
- Emphasize important points.
- Encourage student to repeat directions orally
- Enlarged copy of handouts
- Explain phonics rules simply
- Face students for lip reading
- Have student illustrate the plot.
- Have student paraphrase verbally what was read
- Have student Read Aloud 5 minutes daily
- Highlight key points within written text/material
- Large print materials
- Let student read menus, ads, comics
- Let student tape readings and self-critique
- Make real life connections
- Multimodality instruction
- Note troublesome words and phrases before the lesson; then directly teach and practice them with the student
- Paired reading/ echo reading
- Present new vocabulary visually
- Pronounce words clearly
- Provide colored tracking strips
- Provide study sheets with key phrases highlighted,
- Read instructions aloud
- Reduce the amount of text the student reads at one time
- Review vocabulary daily
- Sequencing strategies
- Small group instruction

- Use audible reading software
- Use visuals to add meaning
- Vary teaching approach
- “What you need to know” chart

Writing

- Activity sheets that require minimal writing
- Allow student to give reports orally
- Change Paper
 - Different colors
 - Different line spacing
 - Different line colors, thickness
 - Graph paper
 - Personal chalkboard or whiteboard
- Change Writing Utensils
 - Lightweight pens
 - Large primary pencils
 - Different colored pens, pencils, markers
 - Chubby crayons, markers, grease pencils
- Correction tape, pens, electric eraser
- Do not require copying from board
- Equipment for repositioning the student
 - Bolster or rolled towel for lumbar support
 - Blocks, or taped up phone book for feet
 - Arm guides, arm stabilizers, wrist rests
- Felt/magnetic board with letters
- Finger trace tactile letters
- Graphic organizers
- Group activities with designated “secretary”
- Hard/Electronic copy of class notes
- Letter chart taped to desk
- No penalty for handwriting or spelling errors

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- Story frames
- Story mapping
- Tape record material/instruction
- Teach how to find context clues
- Teach the secrets of root words
- Use live reader

- Optional Marking Devices
 - Stick on name and or subject labels
 - Name stamp
 - Automatic numbering stamp
 - Date stamp
 - Bingo blotters to make selections
- Oral responses
- Practice writing letters in the air, sand, shaving cream, etc.

Writing cont.

- Provide peer note-taker
- Use carbon paper or photocopy
- Provide resources for word retrieval
 - 3 ring glossary of unit, picture or written dictionary
 - Speaking dictionary
 - Pocket dictionary
- Provide story starters
- Reposition paper
- Scribe
- Separate content, grammar, spelling, punctuation
- Stencils, templates, ruler as line guide
- Talk through letter formation

- Tape paper to desk
- Tape record student thoughts prior to writing
- Teach process writing strategies
- Teach webbing strategies (software)
- Tracing exercises, dot to dot
- Use a keyboard
- Use finger for spacing strategy
- Utilize content outline with major points in bold
- Use of computer
- Use personal dictionary and thesaurus
- Whiteboard work
- Word processor with spell check or speech output

Science & Social Studies:

- Content vocabulary cards with graphics
- Flexible scheduling/assignments
- Highlight instructions
- Increase white space on pages
- Interface lab equipment with computer
- Know student reading levels
- Let student show what he/she knows
- Provide content outlines, study guides
- Repeat old and new concepts
- Require fewer assignments
- Substitute projects for written work
- Test content knowledge
- Use a lab partner
- Use simple clear words to explain concepts
- Video to support text

Math:

- Assign small portions of practice work
- Directly teach math tips
- Drill old and new skills to increase fluency
- Fewer problems on the page
- Graph paper to assist in organizing and lining up math problems
- Let student “talk through” operations
- Provide calculations
- Provide concrete aids: number line, shapes,

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yardstick, clock, money

- Provide fact tables for reference
- Provide visual displays, graphics or illustrations
- Provide vocabulary definition cards
- Read word problems aloud
- Show the value of math in real life
- Use calculators: talking, handheld, or one with printout
- Use math charts / Large Print worksheets
- Use computational aids
- Use concept related songs
- Use manipulatives to move from concrete to abstract
- Use mnemonic devices
- Use tactile numbers and sign & Use variables every day