

Middleborough Public Schools



Where the mission is to prepare all students to excel in life.

District Curriculum Accommodation Plan

Ch. 71 of the Massachusetts General Laws
Section 39Q1/2:

“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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. A curriculum accommodation plan shall also provide curriculum accommodations for students who are gifted and talented.”

(Revised 3/2007)

Introduction

General education is the door to learning through 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.

In 2001, Ch. 71 of the Massachusetts General Laws was amended to add Section 38Q½. This section requires the 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 addressing the diverse learning needs of all students, including those who are gifted and talented, in the general education classroom and in providing appropriate services and support within the general education program. Further, Section 59C of Ch. 71 was amended to require the involvement of the school council in the development and evaluation of the DCAP.

Working together, general and special educators can provide professional support to each other to address student learning. Schools can provide a rich curriculum, differentiated instructional practices, and varied programs of services geared to individual needs, including opportunities for strong family involvement and awareness of the educational services available in the school.

School communities must believe and expect that all students can learn because expectations play an important role in student success. The mission of the Middleborough Public Schools is to prepare all students to excel in life. With high expectations comes respect for different approaches to learning, acknowledgement of cultural and linguistic differences, and recognition of the potential effects of disabilities and developmental variations.

(Adapted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

Middleborough Public Schools District Curriculum Accommodation Plan General Overview

Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners

- New Teacher Institute
- Professional Development Plans
- Child Study Teams (CST)
- Building-Based Support Teams (BBST)
- Grade Level and Department Faculty Meetings
- Building-based Inclusion Groups
- Building-based Leadership Teams
- Curriculum Study Groups
- Curriculum Council (MHS)
- Curriculum Resource Team
- Teacher-selected Professional Development Activities
- Co-Teaching Conferences
- Differentiated Instruction Conferences
- Everyday Math Training
- Individual Student Success Plans
- Research for Better Teaching (RBT) for Administrators
- TestWiz Data Analysis Training
- Balanced Literacy Training
- DRA Test Admin Training (K-2)
- Guided Reading Training
- Category I and Category III Training in Sheltered English Immersion

Support services that are available to students through regular education, including services to address the needs of students whose behavior may interfere with learning

- Second Step (K-2)
- Responsive Classroom (3-5)
- Steps to Respect (6-8)
- Consulting Teacher of Reading (1-2)
- Literacy Coach (1-2)
- Title 1 Teachers and ESPs (1-5)
- Reading Specialists (6-8)
- Reading and Writing Classes (9-10)
- After School Reading Program Title 1 (3-5)
- Reading Leadership Team (6-8)
- Elementary Math Curriculum Specialist (3-5)
- Double Math Period (6)
- Double Math (CP and CT grade 9)
- Math Lab (7-8)
- Breakfast Program (K-12)
- Study Skills 101 (3-5)
- Middle School Summer School Program
- Alternative Programs (6-12)
- Summer MCAS Academic Support (6-12)
- STARS Mentoring Program (9)
- Peer Leadership Program (9-12)
- Vocational Specialist (9-12)
- Cultural Orientation Tutors for ELL students
- Tutorial Services for ELL/LEP students
- Follow-up Services for Students Exiting ELL
- School Psychologists
- School Adjustment Counselors
- Individual and Group Counseling/Social Skills
- Guidance Counselors/Career Counseling (6-12)
- Technology Resources: *Destination Success, Lexia Reading Program, STAR Reading Program, Orchard Math Program, Kurzweil Software, AlphaSmarts*

Direct and systematic instruction in reading for all students

- Guided Reading
- Balanced Approach to Literacy
- Houghton-Mifflin Reading (K-5)
- Phonemic Awareness Instruction (1-2)
- Phonics Instruction (K-3)
- Title 1 Program (1-5)
- Language Lab once per week (3-5)
- Reading Classes 45 minute (6-8)
- Literature-based Instruction (6-12)
- Writer's Workshop
- Collins Writing
- English Second Language Instruction for ELL

Encouragement of teacher mentoring and collaboration

- New Teacher Institute
- Assessment for Learning Teams
- Middle School Team Planning
- Inclusion Group Meetings
- Staff-selected Professional Development Activities
- Building-Based Committees
- Curriculum Task Forces
- Mentoring Partnerships Program
- Co-Teaching/Common Planning
- Monthly Coffee with New Teachers (1-2)
- Grade level and department staff meetings
- Building-Based Support Person (BBSP) for Special Education Staff
- District-Wide Committees (PIM, CRT)
- Literacy Teams (1-2), (K-8)

Encouragement of parental involvement in the child's education

- School Councils
- Open Houses
- Coffee with the Principal
- Packets/handouts of Curriculum Frameworks, etc. available
- Parent Information Sessions
- Tuesday Folders
- Monthly Calendars
- Parental Involvement on Building-based Committees (Building & Grounds Committee, After School Program Committee, Playground Committee)
- District website with individual web pages for each school
- School Tours
- Class/Grade Level Field Trips (K-5)
- Open Forums
- Parent/Teacher Conferences
- Parent Surveys
- Title 1 Parent Evening Meetings
- Parent-Teacher Organizations/Parent-Teacher-Student Organizations
- Newsletters
- Parent Volunteer Programs
- Curriculum Nights
- Parent Participation in Curriculum Planning Teams (Report Card Committee, Teaching and Learning Committee, Strategic Planning Committee)
- Meetings between ELL parents and ELL coordinator
- Financial Aid Night (9-12)
- Program of Studies Night (6-12)
- Class/Grade Level Events/Activities (K-5)

Additional elements, including changes to the school schedules; review of local curriculum; after-school options; strategies for increasing the use of community agencies and volunteers; review of school policies and discipline codes; and additional staffing or consultation on behavioral issues, literacy development, and supports for gifted and talented students

- DRA/GRADE Data Analysis (1-2)
- Annual Review of Student Handbooks
- Intramurals (5-8)
- Scheduling adjustments to form small teams (6)
- Scheduling adjustments to provide daily math instruction (9)
- Late Bus (6-12)
- Homework Hotline
- Gifted and Talented Grant Activities
- District-wide ELL committee
- READS Collaborative Consultation Services and Clinic Services
- Curriculum Mapping
- Curriculum Renewal Process
- MCAS Data Analysis
- Scheduling to allow uninterrupted instruction (1-2)
- Progressive Discipline Plan booklet and brochures
- School-based Counseling Program
- Block Scheduling Committee
- Middleborough Youth Advocates (MYA)
- Guest Speakers/Enrichment Programs
- After School Enrichment: ASPIRE (3-5), Tiger Trails (6-8), Extracurricular activities (9-12)

Using the District Curriculum Accommodation Plan

When a pattern of student performance emerges that suggests that a student is struggling with academics, socialization, or behavior, teachers should refer to the District Curriculum Accommodation Plan for suggestions to immediately support the student within the classroom environment. A variety of materials and resources are available to accommodate student needs. Teachers are directed to the DCAP Instructional Support Intervention Process flowchart that follows as a first step in the intervention process.

Instructional support must be viewed as a viable intervention strategy, one that is expected to occur for any student encountering difficulties in learning. Critical to the process of offering effective instructional support is the gathering of information about the learning environment and the individual student. A strong instructional support intervention system enables school practitioners to identify which aspects of the student's educational environment must be changed to ensure learning and success in general education.

Instructional support efforts will be most effective when parents are involved. Parent input is valuable when gathering information about the student, the learning environment, and when making decisions about the best strategies to implement for the student. Furthermore, parent support and reinforcement of instructional strategies in the home environment can increase the effectiveness of such strategies. Additionally, the success of any school program rests on educating, involving, and including all families.

Adaptations to teaching and learning styles and classroom climates can and should be designed and implemented before making an assumption that a student's lack of progress can only be ameliorated by special education. If a disability is clearly evident or strongly suspected and known to be causing learning problems, then referral for special education should be made promptly. In many cases, however, learning problems are not caused by a disability, and schools are encouraged to have strong instructional support practices.

If the initial interventions do not successfully address the problem, there may be additional interventions that can be implemented for a period of time (not to exceed 6 weeks without assessment of their effectiveness). One option for intervention is to request the presentation of the student's difficulties to the Building-Based Support Team (BBST) or Child Study Team (CST) at each building. The initial interventions and any subsequent additional interventions that

have occurred within the classroom are then documented as part of the BBST/CST process. Please refer to the Process or Referral forms for each building.

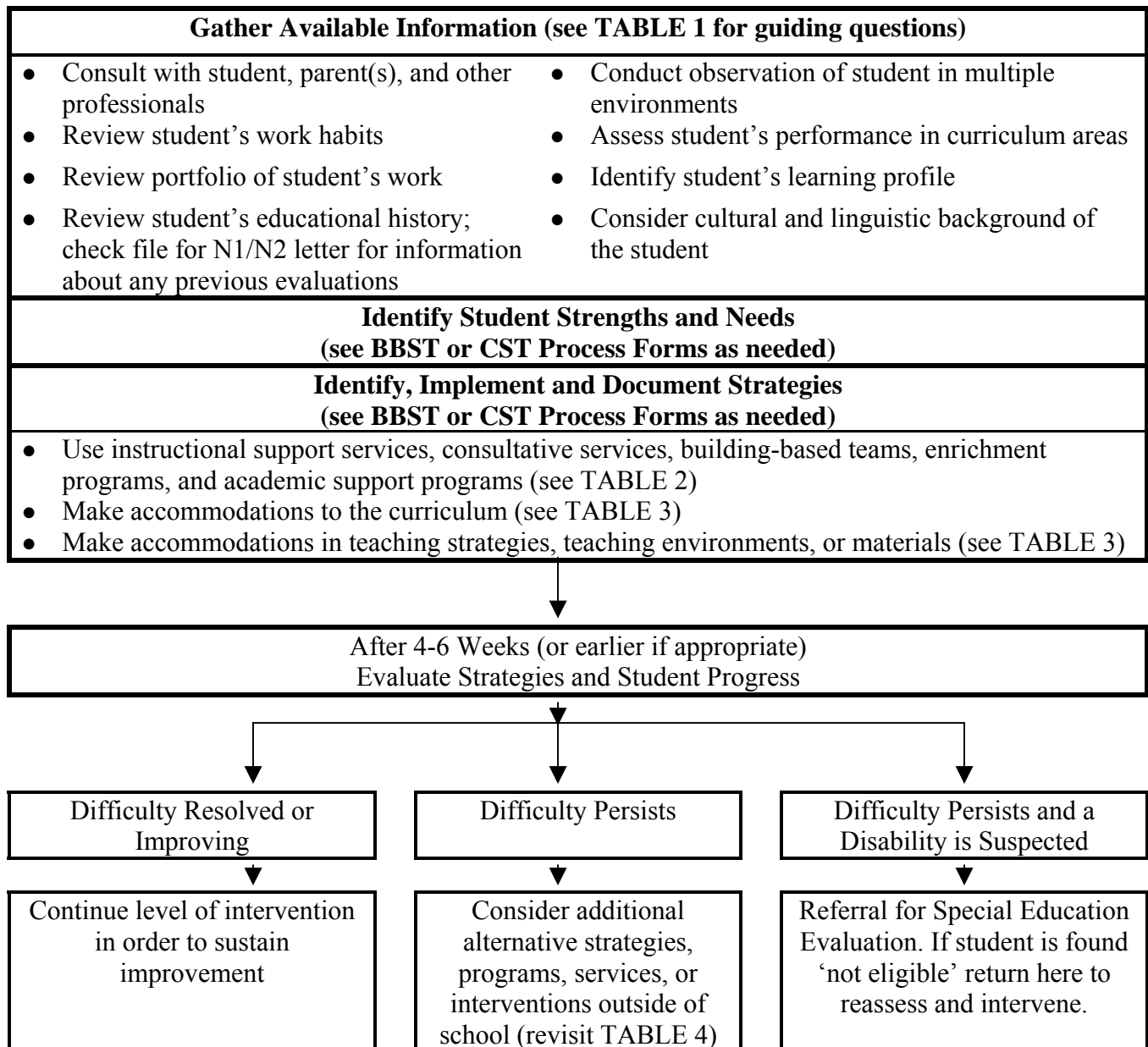
Appropriate instructional support intervention strategies should be tried, documented, and analyzed. When instructional support activities are implemented properly but are not sufficient to enable the student to progress effectively in general education, there is greater information available to indicate if a referral for a special education evaluation is appropriate. When a referral has already been made, information on instructional support should be included in the evaluation information considered by the special education Team when determining eligibility for special education. By trying multiple means of responding to the student's needs, parents and school personnel may be better able to consider if the student has a disability that is causing continuing difficulties and requires specially designed instruction or support services.

Students may be referred for a special education evaluation at any part of the curriculum accommodation process. If a student is found eligible for special education services, their Individualized Education Program (IEP) will document all necessary accommodations and modifications for progress in the identified area(s) of disability. If a student is found not eligible for special education services following an initial evaluation or a re-evaluation, an N-1/N-2 letter documenting that decision will be filed in their student folder. A list of students found not eligible for special education in any given school year will be maintained at each building and that information will be shared with teachers as the student is promoted to the next grade. The N-1/N-2 letter will also document recommended accommodations for the student to be shared with the student's teachers.

(Adapted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

**Middleborough Public Schools
 District Curriculum Accommodation Plan (DCAP)
 Instructional Support Intervention Process Flowchart**

**Student Experiences School Difficulties*
 (or receives an MCAS score in the Warning category)**



*Note: “The law requires that no instructional support program nor 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.”

TABLE 1	
Questions That May Help Guide the Assessment of Student Instructional Needs	
Questions	Assessment Strategies
<p>How does the student perform within/outside of the classroom and in structured and unstructured activities?</p> <ul style="list-style-type: none"> ● mastery of basic academic and social skills ● functioning in small group/whole class activities ● peer relations and teacher/adult relations ● strengths/weaknesses 	<ul style="list-style-type: none"> ● Systematic observation of student ● Student work products ● Teacher reports ● Anecdotal records ● Curriculum-based assessment ● Formal/informal test result ● Interview with the student and family
<p>Are there gaps in the student's school history? Frequent changes in schools? Erratic school attendance?</p>	<ul style="list-style-type: none"> ● Review of the school history/record ● Family interview
<p>Is the student from a linguistically or culturally different background?</p> <ul style="list-style-type: none"> ● proficiency in oral/written tasks in English and the primary language of the home ● understands directions in English ● primary language of casual conversation ● experience with different types of learning tasks ● child and parent attitude toward primary language ● student comfort with school culture 	<ul style="list-style-type: none"> ● Language assessment by assessor fluent in student's primary language ● English proficiency assessment ● Family interview/home visit ● Interview with student ● Student work products ● Classroom observation ● Teacher reports ● Diagnostic teaching
<p>Are outside factors influencing student's performance?</p> <ul style="list-style-type: none"> ● family trauma/crisis ● physical care ● involvement of outside agencies ● employment 	<ul style="list-style-type: none"> ● Family interview/home visit ● Interview with student ● Interview with others with assessment information
<p>What types of effective teaching strategies are used in the classroom?</p> <ul style="list-style-type: none"> ● clear teacher expectations ● opportunities for multi-sensory input/output ● a range of instructional materials offered ● effective behavior management ● teaching style matched to student need ● prompt teacher feedback ● ongoing assessment ● uses assessment to guide instruction 	<ul style="list-style-type: none"> ● Systematic observation of settings in which the student has difficulty and success ● Student work products ● Anecdotal records ● Teacher reports ● Curriculum-based assessment ● Formal/informal test results ● Consultation with parents on effective ways to learn or demonstrate learning
<p>Is the curriculum broad enough to meet the needs of diverse learners?</p> <ul style="list-style-type: none"> ● developmentally appropriate ● accommodates learner diversity ● experientially based 	<ul style="list-style-type: none"> ● Systematic observation ● Teacher reports ● Curriculum-based assessment ● Formal/informal test results
<p>Do school conditions provide the learner with needed resources and supports?</p> <ul style="list-style-type: none"> ● availability of support services ● up to date instructional materials ● availability of instructional technology 	<ul style="list-style-type: none"> ● Systematic observation of the school environment ● Review of instructional materials ● Student work products

(Adapted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

Middleborough Public Schools
Instructional Support Intervention Process
TABLE 2 – Services and Programs

Instructional Support Services

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| • Consulting Teachers of Reading (1-5) | • STARS Student mentoring program (9) |
| • Coaching by Consulting Teachers of Reading (1-2) | • Second Step (K-2) |
| • Responsive Classroom (3-5) | • Math Curriculum Specialist (3-5) |
| • Title 1 Services for Reading/Writing (1-5) | • Steps to Respect (6-8) |
| • Performance Improvement Mapping (PIM) for Mathematics Committee (K-12) | • K-8 Literacy Team |
| | • Reading Leadership Team Coaching Model (6-8) |

Consultative Services

- | | |
|---|--|
| • Principal/Administrative Team | • School Resource Officer |
| • Department Chairs | • Alternative School Staff |
| • Title 1 Services (1-5) | • Guidance Counselors |
| • Consulting Teachers of Reading (1-5) | • School Psychologists |
| • Math Curriculum Specialist (3-5) | • School Adjustment Counselors |
| • Special Education Teachers PreK - 12 | • Nurses |
| • Speech and Language Pathologists | • Technology Staff |
| • Gifted and Talented Grant Coordinators (HBB, NMS) | • English Language Learner Coordinator (District-wide) |
| • Behavior Specialists | • Occupational Therapy/Physical Therapy |
| • Math Lab Coordinator (NMS) | • Reading Leadership Team Coordinator (NMS) |
| • Study Skills 101 (3-5) | • Vocational Specialist (MHS) |
| • Library/Media Specialist | • English as a Second Language Teacher |

Building-Based Teams

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|--------------------------------------|---------------------------------------|
| • Building Based Support Teams (K-5) | • Child Study Team (MKG, NMS, MHS) |
| • Literacy Leadership Team (MKG) | • Literacy Coaches (MKG) |
| • MCAS Data Review Team (HBB) | • Burkland Leadership Team |
| • MHS Mentor Team | • K – 8 Literacy Team |
| • Reading Leadership Team (NMS) | • Content Area Departments (NMS, MHS) |
| • PIM for Mathematics/NMS PIM | |

Academic Support Programs

- | | |
|--|--|
| • MHS Mentoring Program | • Math Lab (7-8) |
| • Burkland Title 1 After-School Program | • Homework Hotline (6-8) |
| • Middleborough Public Library Homework Help | • Students Accelerated In Mathematics Pilot Program Grades 3-8 |
| • Pilot After-School Program at NMS for Reading in 6th grade | |

Enrichment Programs

- Singapore Math Materials for Accelerated Learners (Grades 3-8)
- Tiger Trails (6-8)
- Senior Internships
- Directed Studies (9-12)
- Gifted and Talented Grant Activities
- Virtual High School
- AP Classes (MHS)
- Everyday Mathematics Differentiation Handbook
- ASPIRE (3-5)
- NMS After-School Extracurricular Activities
- MHS After-School Extracurricular Activities
- Foreign Language After School Program (6-8)
- Fine Arts Programs in Music, Visual Arts, Theatre

Middleborough Public Schools
Instructional Support Intervention Process
TABLE 3 – Accommodations to the Curriculum, Teaching Strategies,
Teaching Environment, or Materials

This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies

Incorporate all BBST suggestions from HBB, MKG, LDL/SSS
Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Develop alternate assessments
Repeat or re-teach concepts with a different approach
Offer peer teaching/group activities
Model content area reading strategies
Provide individual help in the classroom
Arrange small group instruction
Include study skills strategies
Utilize transition cues
Incorporate incentives/rewards
Utilize technology/computer assisted instruction
Provide challenge projects
Offer oral testing
Offer un-timed tests
Utilize multiple intelligence/learning style approaches
Model use of graphic organizers
Develop integrated curriculum projects
Provide ESL supports
Provide manipulatives
Identify student's learning style
Provide visual cues
Break down tasks into manageable steps
Shorten assignments
Provide wait time
Incorporate reading strategies across the content areas
Investigate computer technology solutions
Utilize homework logs
Provide home copies of reference tools/textbooks
Provide study guides
Provide strategies to parents

Building-Specific

Middleborough High School – Talk with student's mentor

Behavioral Intervention Strategies

Classroom interventions by guidance counselor
Arrange seating accommodations
Develop behavioral plans
Include positive reinforcement/incentives/rewards
Utilize charts and graphs to monitor expectations
Adjust classroom management strategies
Facilitate parent support/communication
Consult with school psychologist, social worker, special needs staff
Individual and small group guidance counseling
Experiment with use of space
Include energizers
Incorporate stress-release activities
Remove distractions
Use visual/auditory reminders of behavior expectations
Provide strategies to parents

Organizational Strategies

Provide daily agenda
Develop flexible/modified schedule
Utilize flexible grouping
Utilize contract learning
Utilize team teaching
Implement a frequent progress reporting system
Cooperative learning strategies
Consult and co-planning by grade level teams
Consider extended day programs when available (Title 1, Nichols Reading)
Provide strategies to parents

Intervention/Remedial/Challenge

Provide test-taking strategies and practice
Utilize miscue analysis/prescriptive teaching
Utilize intervention programs:

- Explode the Code
- Primary Phonics

Develop study skills strategies
Consult with teacher mentors
Provide after-school help
Utilize peer tutor/coach
Form study groups
Provide strategies to parents
Wilson Reading Program

Building-specific

Elementary - Vary "Destination Success" course level activities/assessments
Middle School - Orchard Reading and Math Software