

HOLLISTON PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN

District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (DCAP)

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.

School Council and District Accommodation Plan, Ch. 71 Section 59C **Amended Language**

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.

Purpose of DCAP

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAP) to help ensure all efforts have been made to meet students' needs in *regular education*. The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to regular education staff through professional development and collaboration;

This Curriculum Accommodation Plan details procedures, programs and support plans already available and implemented with the individual schools of the Holliston Public School District.

Principals in consultation with faculty and school council members formulated specific Curriculum Accommodation Plans at each school building. As these plans are developed and revised, the information should prove to be helpful to support improved academic achievement for all students.

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School/Level	Students' Accommodations	Teachers' Assistance
Elementary Schools: Grades PreK and K	<ul style="list-style-type: none"> • Small group instruction • Differentiated Instruction • Reading Support • ELL Support • Translation for ESL families as needed • Leveled Books for Reading Groups • Technology support in Reading and Math • Computer Lab/Class for instructional support • Assistive Technology • Pearson "My Sidewalks" Program for Reading support • Pearson "Diagnostic and Intervention System" for Math support • Individualized behavior management plans • Guidance Support • Speech and Language support • Frequent communication with parents • Placentino website with home/school connection links/resources for curriculum and home/school information 	<ul style="list-style-type: none"> • Curriculum Coordinators for English Language Arts and STEM • Collaboration/consultation with related services specialists i.e. guidance counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses and administrators • Technology Integration Specialist • ESL facilitator • Occupational Therapy Toolkit • Curriculum Center • Common Planning Time for Classroom Teachers to discuss assessments, common unit/lesson planning, and student issues, etc. • Student Assistance Team • Grade Leaders • BCBA to support all staff • SSA to provide building based supports • Mentor Program
Elementary Schools: Grades 1-2	<ul style="list-style-type: none"> • Small group instruction • Differentiated Instruction • Title 1 Reading and Math support • Reading Recovery Strategies in small group and 1:1 • ELL support • Translations for ESL families as needed • Leveled books for Reading Groups • Technology support in Reading and Math • Computer lab/class for instructional support • Assistive Technology • Pearson "My Sidewalks" Program for Reading support • Pearson "Diagnostic and Intervention System" for Math support • Lexia laptop program • Individualized behavior management plans • Guidance Support • Speech and Language support • Frequent communication with parents • Placentino website with home/school connection links/resources for curriculum and home/school information 	<ul style="list-style-type: none"> • Curriculum Coordinators for English Language Arts and STEM • Collaboration/consultation with related services specialists i.e. guidance counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses and administrators • Technology Integration Specialist • ESL facilitator • Curriculum Center • Occupational Therapy Toolkit • Common Planning Time for Classroom Teachers to discuss assessments, common unit/lesson planning, and student issues, etc. • Student Assistance Team • Grade Leaders • BCBA (Board Certified Behavioral Analyst) to support all staff • SSA (Student Services Administrator) to provide building based supports • Mentor Program
Elementary Schools: Grades 3-5	<ul style="list-style-type: none"> ▪ Small group instruction/ELL support ▪ Individualized behavior management plans ▪ Computer Assisted Instruction ▪ Guidance counselor referral ▪ Study skills tutorial ▪ After/Before School academic support ▪ Lunch group ▪ Frequent progress notes for parents ▪ Monitored use of student planner ▪ See Attached RTI Toolkit See attached Student Assistance Team process	<ul style="list-style-type: none"> ▪ Collaboration/consultation with related service specialists, i.e. guidance counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses and administrators ▪ ESL Facilitator ▪ Student Assistance Team ▪ Grade Leaders ▪ BCBA (Board Certified Behavioral Analyst) ▪ SSA (Student Services Administrator) ▪ Mentor Program

<p>Middle School: Grades 6-8</p>	<ul style="list-style-type: none"> • Differentiated instruction and assessments • Use of multi-modal presentations of materials • Identification and appropriate response to the student's learning style • Flexible grouping including opportunities for collaborative learning and peer teaching • Implementing strategies to assist students in making classroom transitions • Explicit teaching of study skills strategies • Scaffolding/ breaking down long-term assignments • Allow additional time for completion of tasks • Regular communication with parents • Provide timely and specific feedback about student performance • Utilization of technology/computer-assisted instruction • Guidance counselors work with teachers to identify students who are struggling and check in with them regularly • Provide after school study groups and require regular after school help sessions with classroom teachers. • ELL support and accommodations 	<ul style="list-style-type: none"> • Collaboration with administration, school psychologist, social worker, guidance counselor; special needs staff, math/science curriculum Specialist, ELA/SS support personnel and other specialists • ESL Tutor • Student Assistance Team • Collaborative Team Meetings • BCBA (Board Certified Behavioral Analyst) • SSA (Student Services Administrator) • Mentor Program • Consult with outside specialists
<p>High School: Grades 9-12</p>	<ul style="list-style-type: none"> • National Honor Society students offer peer tutoring every day in every subject area. • Student Assistance Team identifies students in academic difficulty every term in order to provide interventions. • Grant funded remediation for students who perform poorly on MCAS exams as well as students who are struggling in their academic classes during the terms leading up to MCAS exams. • Guidance counselors regularly identify students who are struggling academically and match them with student tutors and, in some cases, with private tutors outside of the school. • Differentiated Instruction worked into the curriculum development methodologies • ELL support and accommodations • Assistive technology available to all students • Frequent Communication with parents 	<ul style="list-style-type: none"> • All classroom teachers offer extra help and intervention for their students for 41 minutes every fourth school day during Directed Study Block. • Teachers have designed a Pyramid of Interventions (POI) for use in the classroom. This list of interventions included strategies for use in class and outside of class. The document is published in the Student/Parent Handbook, the Teacher Handbook and the Program of Studies. The POI is updated yearly. • Curriculum design effort undertaken by all teachers with emphasis on deep understanding for all students across all levels • Collaboration with administration, school psychologist, social worker, guidance counselor; special needs staff, Math Specialist, ELA/SS specialist and other specialists • ESL Facilitator • SSA (Student Services Administrator) • BCBA (Board Certified Behavioral Analyst) • Mentor Program • Teacher leaders in every discipline (Department Leaders) regularly analyze assessment data in order to identify areas of the curriculum that students struggle with. • Technology training and support for teachers in order to reach all learners. • Teacher mentor program • Course partners support one another as professional learning communities <p>STAT team (see enclosed)</p>

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Curriculum and Classroom Environment Accommodations

The accommodations listed below may be implemented as needed to support academic achievement for all students in the Holliston Public Schools. These accommodations as regular education interventions available to all students whenever appropriate. This is not intended to be an inclusive list but only a sampling of interventions that may be discussed in the Student Assistant Teams and that should be considered as integral to effective instruction for all students.

- Differentiated Instruction
- Incentive rewards
- Preferential Seating
- Classroom Management Strategies
- Small Group instruction
- 1:1 support and instruction
- Workload accommodations
- Alternative assessments
- Title 1
- Peer tutoring
- Additional, frequent progress reports
- Study Skills strategies
- Reading Programs at the primary and intermediate grade schools using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and DRA (Developmental Reading Assessment)
- Counseling: Guidance and/or social workers/adjustment counselors are available for student support. Counselors and social workers provide direct student intervention as well as serving as a resource for teachers and parents. School Psychologists provide consultation for staff depending on their time commitments.
- Teacher consultation with support personnel: Teachers and administrators consult with various school personnel to seek support and insight for meeting the needs of students. School psychologists, counselors, social workers, speech and language pathologists, occupational and physical therapists and BCBA (Board Certified Behavioral Analyst) and others are available for consult to assist in the designing of appropriate accommodations in the regular education program.
- Parent Conferences: Teachers at all levels and teaching teams at the middle school are available for parent conferences as needed to provide open communication and support for students' success.

Conclusions for the District Curriculum Accommodation Plan

The DCAP is a framework for all individual building curriculum accommodation plans. As students' needs change and instructional needs become apparent, the DCAP will need to be revised, at least on an annual basis.

Review of the DCAP, as well as building curriculum accommodation plans, will be completed by the Director of Curriculum and Instruction and the Director of Student Services in consultation with the principals of all Holliston Public Schools. Final approval of the District Curriculum Accommodation Plan lies with the Superintendent of Schools.

Student Support Teams (SAT):

SAT is a regular education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the SAT include the Principal and/or the Assistant Principal, a regular education classroom teacher, a guidance counselor, nurse and other building personnel determined by the principal. Parents may be invited to join the SAT meetings to participate in the process.

Please see the attached flow chart that describes the SAT process. Each building has their own SAT and SAT forms for the process. Attached are the forms for each building.

A STUDENT EXPERIENCES DIFFICULTIES IN SCHOOL *

CLOSER LOOK AT STUDENT PROGRESS

Use the CLASP form as a **working tool** to assist in documenting appropriate information related to the student;

- Consult with student, parent(s), and other professionals
- Consider cultural and linguistic background of the student
- Review student's educational history (cumulative folder) and past work (crate)
- Observe student in multiple environments
- Assess student's performance in curriculum areas, including Unified Arts
- Identify student's learning profile, strengths and affinities, and review work habits
- Identify and implement strategies (**6-8 weeks recommended**)

FAVORABLE RESULTS

Maintain CLASP documentation in crate

DIFFICULTY PERSISTS

STUDENT ASSISTANCE TEAM PROCESS

- Sign up for a pre-conference
- Sign up for a SAT meeting
- Fill out SAT forms

COLLABORATE WITH THE STUDENT ASSISTANCE TEAM

- Discuss student strengths and affinities
- Discuss strategies, such as:
 - Accommodations to the classroom
 - Accommodations in teaching strategies, teaching environments, or materials, screenings, or other
- Develop goals
- **Design an action plan**
- **Establish progress monitoring techniques**
- Regularly monitor student progress

Implement instructional strategies and supports
Evaluate strengths and student progress

FAVORABLE RESULTS

Maintain instructional program and/or support plan

DIFFICULTY PERSISTS

- Maintain current support plan, consider alternative programs, services, or interventions
- Follow up SAT meetings are held to evaluate the student's progress and determine if the student is making effective progress

DIFFICULTY PERSISTS AND A DISABILITY IS SUSPECTED

Referral for a Special Education Evaluation