Dracut Public Schools
District Curriculum Accommodation Plan (DCAP)
SY 2019-2020

District Curriculum Accommodation Plan (DCAP)

The Dracut Public School District has developed a District Curriculum Accommodation Plan (DCAP) according to Massachusetts General Law: Chapter 71, Section 38Q ½. The goal of this document is to ensure that all possible efforts have been made to meet every student’s needs within the general education setting and that educators are aware of and encouraged to access the varied supports available to them in their efforts within the classroom.

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. Further, Section 59C of Chapter 71 was amended to require the involvement of the school council in the development and evaluation of the DCAP.

Massachusetts General Law: Chapter 71, Section 38Q ½

Objectives of the DCAP

The objectives of the DCAP are the following:

- To assist all general education teachers in analyzing, differentiating and designing instruction to accommodate the diverse learning styles of all students.

- To clearly communicate appropriate accommodations/interventions and support services for students identified as struggling within the general education setting.

- To articulate effectively, resources available to educators in the areas of student support, mentoring, professional development and coaching.

- To provide resources to support educator growth within mentoring, collaboration and family involvement.
Accommodations for Diverse Learning Styles
Accommodations are available to every student within the Dracut Public Schools. These lists represent recommended strategies and are not inclusive of all used with students with diverse learning styles.

### Instructional and Assessment Strategies

*strategies to support the design, delivery and assessment of learning*

- Provide frequent informal and formal progress monitoring with timely feedback
- Post, introduce and review developmentally appropriate learning objectives
- Provide access of prior knowledge of a new concept through the use of essential questions
- Provide multiple means of teaching including small group, strategic partner and individualized one to one support
- Instruct students in developing organizational study skills (note taking)
- Provide additional time for completion of assignments
- Provide preferential and/or flexible seating arrangements and/or alternate testing setting
- Ensure developmentally appropriate and culturally sensitive instructional materials
- Provide opportunities for student choice and ownership
- Provide directions within multiple means, written, pictures and verbally.
- Provide access to multiple learning tools (e.g. computer, calculators, graphic organizers, manipulatives, rubrics and exemplars)
- Provide study guides for tests and assessments at least 24 hours prior
- Integrate opportunities for students to use manipulatives to demonstrate learning
- Utilize wait time to encourage participation and increase motivation
- Design homework that reinforces and extends concepts being taught
- Design and deliver lessons and assessments within smaller, more manageable segments
- Provide a scribe or reader when appropriate
- Highlight critical concepts or information

### Behavioral/Emotional Health Strategies

*strategies to support social/emotional health*

- Determine student strengths and areas of interest
- Use data analysis to monitor and reinforce positive behavior changes
- Develop interim strategies with the student to reaffirm behavior (e.g. charts, contracts, checklists, etc.) and monitor progress consistently
- Establish, post and reinforce clear routines/expectations
- Provide movement breaks, fidget tools and other identified tools for stress/anxiety
- Develop a collaborative relationship with the families of students
- Provide social lunch groups when appropriate
- Provide access to school adjustment counselor for check ins
- Offer flexible seating choices/arrangement to increase engagement and responsibility
- Reduce over-stimulating visuals within the classroom
- Use visual, auditory and transitional supports
- Provide proactive communication regarding a significant change in setting or routine
### Visual/Motor Integration Strategies

*strategies to support visual and motor integration success*

- Provide graphic organizers and hard copies of notes
- Provide access to a Chromebook or alternate device for completion of written output
- Provide additional time
- Increase font size
- Ensure understanding of task/direction by having students repeat them orally
- Reduce the amount of content on one page to reduce confusion and anxiety
- Provide access to assistive technology such as highlighters, lined paper, slant boards and pencil grips
- Ensure consistent monitoring of progress and reinforcement of expectations individually.
- Provide well spaced assignments and tests
- Reduce the quantity of problems assigned on one page

### Executive Functioning/Attention Strategies

*strategies to support executive functioning and attention concerns*

- Provide additional time and/or assistance for organization at start/end of each day
- Use of timers to monitor breaks and period lengths
- Provide verbal and/or visual cues
- Provide checklists, strategically designed for specific needs
- Provide frequent informal and formal check-ins
- Create and provide individualized organization systems
- Monitor student agenda planner for completion and communication
- Provide movement or sensory breaks
- Chunk directions and information
- Sequence long term assignments with routine check ins for understanding

### Family Involvement and Support

We recognize that families are critical partners in the educational process. Families within Dracut PS serve as committee members, advisors, volunteers and participants in many school based activities. We encourage and support parent/guardian involvement in a number of ways.

- Parent/guardians volunteers in the classroom for instructional, extracurricular, and enrichment activities
- Parent/guardians information programs are offered, both day and evening, which are system wide, building based, grade level based, or program based.
- Parent Teacher Organization
- School Site Improvement Councils
- Special Education Parent Advisory Councils
- Community Reading Day
- District and School Websites
- District, Building, and Classroom Newsletters.
- College and Career/Financial Aid Planning Nights
- Foster Grandparent Program
- Student performances, demonstrations, and exhibits involve members of the community as participants, judges, or audiences.

New Educator Induction and Mentoring

We are committed to our induction and mentoring process that supports the retention of our newest educators. All new educators and mentors participate in the annual New Educator / Effective Mentor Academy and course. The course is designed around the Danielson framework for effective teaching and is designed to facilitate effective and productive two-way communication, sharing of school culture and pedagogy, and conveying district and school goals including the School Improvement Plan.

Response to Intervention Model

RtI is a multi-tier approach used to proactively identify and support the learning and behavioral concerns of students who are struggling within the general education setting. The process begins by ensuring a defined and rigorous curriculum is being integrated along with a universal assessment tool. Identified students receive support at increasing levels of intensity to accelerate learning and close gaps. Progress is monitored routinely utilizing data compiled through the use of multiple assessments. RtI is equally effective at addressing the social-emotional needs of students who present behavior challenges.

RtI ensures that students are provided interventions tailored to a student’s unique and changing academic and social emotional needs. Though there is no single, thoroughly researched and widely practiced “model” of the RtI process, generally defined, it is a three-tier or three-step model of school supports that uses research-based academic and or behavioral interventions.

Tier 1: The Whole Class

In the general education classroom, the teacher assesses everyone’s skills. This is known as a universal screening. The screening helps the teacher work with students in small groups based on their skill levels. All students are taught using methods that research has shown to be most effective with a group of diverse learners.

Tier 2: Small Group Interventions

If the student isn’t making adequate progress in Tier 1, he’ll start to receive more targeted help. This is a supplement to the regular classroom instruction, and should not supplant it. Tier 2 interventions take place a few times a week during electives or enrichment activities such as music or art so the students won’t miss any core instruction in the classroom.

Tier 3: Intensive Interventions

Typically, only a small percentage of the class, perhaps one or two students, will require Tier 3 support. The support will be tailored to their specific areas of deficit. Every day they’ll receive one-on-one instruction or work in very small groups. The groups may include some students who are receiving special education services and who need to work on the same skills.
For RtI implementation to work rigorously and with fidelity, the following are essential components.

- **HIGH QUALITY-SCIENTIFICALLY BASED INSTRUCTION:** All students receive high-quality research-based instruction in the general education classroom.

- **ROUTINE STUDENT ASSESSMENT:** Ongoing student assessment provides information about the learning rate and level of achievement, both individually and as compared to peer group. Decisions are made regarding students’ instructional needs and are based on multiple data points taken in context over an established time, typically 6-8 weeks.

- **DIFFERENTIATED INSTRUCTION:** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

- **PARENT/GUARDIAN INVOLVEMENT:** Schools implementing RTI provide parents/guardians with information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

If a student continues to struggle and does not make gains toward reaching grade level academic or behavioral benchmarks while receiving RtI support, the student will be referred to the Student Support Team (SST). Tier III interventions will continue during the referral process. All relevant data, current level of progress and work samples will be provided at the SST meeting.

**Collaboration within the Student Support Team (SST) Model**

Educators within the Dracut Public Schools work hard to provide support to each other when addressing specific academic, behavioral or social/emotional concerns about specific students. The academic learning is supported through a defined curriculum, differentiated instructional practices and a clearly defined RtI model and process. When a struggling student presents with an academic, behavioral or social/emotional concern, the general education teacher gathers as much data about the student’s past performance, implements Tier I accommodations and routinely monitors the progress and growth. If difficulties remain, the teacher will refer the student to the Student Support Team (SST). The SST typically consists of the general education teacher, counselor, nurse, administrator and identified specialists. The SST’s objective is to analyze, develop and implement a concrete plan with attainable goals. During the trial period, continuous progress monitoring will be completed to indicate whether goals have been met.

Eligibility for specialized educational services under the Individuals with Disabilities Education Act (IDEA 2004) may also be considered.

The chart below describes the student support and intervention process.
ESSENTIAL QUESTION
Is there a specific concern about a student’s academic or social/emotional progress/growth within the regular education setting?

STEP #2
- Is the student significantly below grade level expectations in one or more academic area?
- Is the student consistently demonstrating social / emotional or behavioral difficulties?

GENERAL EDUCATION EDUCATOR STEPS...
- Consult with last year’s teacher and/or team and nurse
- Review current academic, attendance and health records
- Contact parent/guardian to communicate current and past growth levels.
- Review DCAP to ensure implementation and assessment of effectiveness
- Identify RtI accommodations within Tier 2 and 3

STEP #3
Make referral to STUDENT SUPPORT TEAM
Proceed with documenting strategies implemented within grade level content

STUDENT SUPPORT TEAM Process
**General Education Teacher**
- Complete SST packet
- Presents specific concerns and current levels of performance
- Presents DCAP strategies implemented and supporting data

**Student Support Team**
- Assess strategies implemented
- Define the specific concern area
- Analyze the area of concern
- Develop a cohesive plan
- Ensure reliable data collection methods
- Communicate with parents
- Schedule a follow up SST within 4-6 weeks
- Reassess the plan

Concern(s) Resolved
Continue to document strategies used

Disability Suspected
A referral by the team for a Special Education evaluation is made.