

SCITUATE PUBLIC SCHOOLS

DISTRICT

CURRICULUM ACCOMMODATION

PLAN

(DCAP)



Adopted by School Committee February 9, 2004

Scituate Public Schools

DISTRICT CURRICULUM ACCOMMODATION PLAN

Recently enacted changes in Massachusetts General Laws, Chapter 71, Section 38Q1/2, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Such plan is intended to guide principals and teachers in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section 59C (Parent Councils), was amended to include involvement of the Parent Councils in development and evaluation of the DCAP.

The Scituate Public Schools DCAP was developed over a period of several months. Initial meetings with principals resulted in the generation of draft plans to meet the unique circumstances of elementary, middle, and high school settings. Those plans were then reviewed in a Planning Council workshop by teams of administrators. The resulting second draft was further refined at a second Planning Council work session, before being shared with Parent Councils for their input.

The finally adopted DCAP was then disseminated and explained to staff in building meetings at the elementary level and through department meetings at the middle and high school levels. It has been shared with the School Committee as well.

Plans for each of the levels (elementary, middle, and high school) include a flow chart describing the process for moving from the identification of a concern through communications with parents, staff collaboration, articulation of strategies for accommodation or intervention, and periodic review and evaluation of student progress. Also included for each level is an annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the individual needs of students. As well, there is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress as well as strategies and interventions intended to resolve social behavioral issues.

The DCAP describes both formal and informal routes. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal written plan may result. Elementary and secondary Child Study Teams have been assigned to meet collaboratively to accomplish the latter task. Again parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is a lack of progress, may result in a recommendation for a formal evaluation to determine if a disability exists.

Teachers in Scituate are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the need of every child, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of potential" is a key focus of the Scituate Public Schools.

Scituate Public Schools

ELEMENTARY CURRICULUM ACCOMMODATION

**Program and Structure Characteristics Supporting Curriculum
Accommodation for Regular Education Students**

- Small class sizes
- Standardized and other testing data – MCAS, MAP, Gates-MacGinitie, portfolio entries, teacher administered assessments and contents – used to assess achievement and to inform instruction
- Differentiated instruction philosophy
- Directed professional development for professional and paraprofessional staff
- Building literacy teams
- Districtwide Kindergarten screening
- Portfolio system for collecting designated student work and assessing progress over time
- Building-based cultural enrichment activities
- Curriculum and instructional activities that address varied learning styles

**Personnel Resources Providing Specific Consulting/Support/Intervention
in the Regular Education Setting**

- Guidance Counselors
Liaison between home and school, parent and teacher support and consultation, Open Circle facilitators, chairperson of child study team.
- Reading Specialists
Teacher consultation for curriculum modification, screening and informal and formal assessment, direct service to groups or individual students, demonstration classes, co-taught classes.
- OT/PT/Speech/Language Specialists
Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- Library Support Staff
Consultation with teachers regarding resources, support for enrichment/research
- Nurses
Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening. Serve on child study team as needed, develop and manage a health care plan.
- School Psychologist

Teacher consultation, referrals, formal evaluations, staff training

- **ESL Teacher**
Direct services for identified students, parent consult
- **Child Study Team**
Review of staff, principal and parent referred cases
- **Principal**
Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy, facilitating staff; collaboration and communication.
- **DARE Officer and Safety Officer**
Police Department liaison, individual student or parent support and consultation, referral where appropriate
- **School Social Worker**
Provides teacher consultation, support to student and families, liaison for social/community agencies.

**ACCOMMODATIONS, MODIFICATIONS, AND INTERVENTIONS THAT MAY BE
RECOMMENDED BUT NOT LIMITED TO
REGULAR EDUCATION STUDENTS**

ELEMENTARY

Curriculum/Instruction/Assessment Strategies

Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Develop alternate assessments
Repeat or reteach concepts
Offer peer teaching/group activities
Model content area reading strategies
Provide individual help in the classroom
Include study skills strategies
Utilize transition cues
Develop teacher-student contacts
Incorporate incentives/rewards
Utilize technology/computer assisted instruction
Provide challenge projects
Offer oral/untimed testing
Utilize multiple intelligence/learning style approaches
Model use of graphic organizers
Develop integrated curriculum projects

Behavioral Intervention Strategies

Classroom interventions by guidance counselor
Arrange seating accommodations
Develop student-teacher contacts
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

Organizational Strategies

Provide school-wide agenda system
Develop flexible/modified schedule
Utilize flexible grouping
Utilize contract learning
Utilize team teaching
Implement a progress reporting system
Cooperative teaching
Consult and co-planning by grade level teams

Intervention/Remedial/Challenge

Provide test taking strategies and practice
Utilize miscue analysis/prescriptive teaching
Develop study skills strategies
Consult with teacher mentors
Provide after school help
Offer Junior Great Books program
Utilize peer buddy systems

SCITUATE PUBLIC SCHOOLS

School Name:

School Address:

Developed by:

Date:

GENERAL EDUCATION CURRICULUM ACCOMODATION PLAN-ELEMENTARY
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Student Name:

Date of Birth:

Narrative:

Accommodations:

Curriculum/Instruction/Assessment Strategies	
Provide multi-modal presentations of materials	
Utilize differentiated instruction and assignments	
Develop alternate assessments	
Repeat or reteach concepts	
Offer peer teaching/group activities	
Model content area reading strategies	
Provide individual help in the classroom	
Include study skills strategies	
Utilize transition cues	
Develop teacher-student contacts	
Incorporate incentives/rewards	
Utilize technology/computer assisted instruction	
Provide challenge projects	
Offer oral/untimed testing	
Utilize multiple intelligence/learning style approaches	
Model use of graphic organizers	
Develop integrated curriculum projects	
Other	

Behavioral Intervention Strategies	
Classroom interventions by guidance counselor	
Develop student-teacher contacts	
Develop behavioral plans	
Include positive reinforcement/incentives/awards	
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	

Other	
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Accommodations (continued):

Organizational Strategies	
Provide school-wide agenda system	
Develop flexible/modified schedule	
Utilize flexible grouping	
Utilize contract learning	
Utilize team teaching	
Implement a progress reporting system	
Cooperative teaching	
Consult and co-planning by grade level teams	

Intervention/Remedial/Challenge	
Provide test taking strategies and practice	
Utilize miscue analysis/prescriptive teaching	
Develop study skills and strategies	
Consult with teacher mentors	
Provide after school help	
Offer Junior Great Books program	
Utilize peer buddy systems	
Other	

Note to present classroom teacher: Please document additional necessary accommodations at the end of the present academic year.

*Principal will instruct teacher to review folders for Curriculum Accommodation Plans.

Note: Accommodations plans are reviewed on an ANNUAL basis.

Scituate Public Schools

MIDDLE SCHOOL CURRICULUM ACCOMMODATION

Program and Structure Characteristics Supporting Curriculum
Accommodation for Regular Education Students

- Computer labs
- Team structure at grades 7 and 8
- Strong elective program for exploration and to meet interest areas
- Remedial reading classes
- Writing portfolio system
- Standardized (and other) testing, MAP, MCAS, teacher administered assessments
- Service Learning Grant
- Detention, in-school suspension
- Course/grade level acceleration
- Retention or repeating of specific courses
- After school help in all disciplines
- Student folders for all core academic areas

Personnel Resources Providing Specific Consultation/Support/Intervention
in the Regular Education Setting

- Guidance Counselors
Liaison between home and school, parent consultation, teacher support, referrals, file manager
- Department Chairs
Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- Administrative Team
Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation
- School Nurse
Consultation to parents, students and staff, direct service for individual students
- DARE Officer and Safety Officer
Police Department liaison, individual student or parent support and consultation, referral where appropriate

- **ESL Tutor**
Direct services for identified students
- **Reading Specialists**
Direct instruction, consultation regarding curriculum modifications for grade 6 teachers
- **Librarian**
Support for student research, consultation with teachers and students about curriculum resources
- **MCAS-related Student Success Team**
Review of MCAS and other performance data, development of individual student success plan
- **School Psychologist**
Teacher consultation, referrals
- **Therapists**
Teacher consultations, observation of students
- **Student Support Team**
Review of teacher referred cases

POSSIBLE CURRICULUM ACCOMODATIONS

<p>Physical Arrange preferred seating Incorporate stress-release activities Use visual/auditory aids Experiment with use of space Include energizers Remove distractions Consider a better student/teacher match</p> <p>Structural Change levels Change instructors Use contract learning Cross grade levels Develop alternate assignments</p> <p>Organizational Experiment with a flexible schedule Rotate the student's schedule Include an extended day program Reduce the student's schedule Invite parental assistance Arrange parent workshops Insist upon frequent progress reports</p> <p>Remedial Offer after-school support Schedule counsel or meetings Improve parental communication Find a buddy reader Arrange peer tutoring Take advantage of mentoring Utilize study groups Provide assistance with note taking</p> <p>Technology Incorporate appropriate software Schedule computer-assisted instruction Provide calculators Tape record lessons Offer research assistance Take advantage of computer labs Utilize listening centers Arrange E-mail communication</p>	<p>Behavioral Change seats Utilize charts Provide a mentor Refer parents to agency Provide a set of rewards Plan parental programs Adjust classroom management Use simple corrective measures Provide on going positive reinforcement Refer to ADL mediation Arrange alternative programs</p> <p>Instruction/Assessment Give extended time on tests Encourage peer tutor Allow oral testing Provide manipulatives Use alternate assessments Vary teaching strategies Identify student's learning style Assign mentors Provide visual clues Include transition cues Provide effective study guides Create flashcards Break down tasks Shorten assignments Arrange small group instruction Provide individual help within the classroom Reduce workload Make contracts with students Include tactile activities Utilize homework logs Provide wait time Provide reference tools Insist upon graphic organizers Teach test-taking strategies and provide practice Incorporate reading strategies Include study skill strategies</p>
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Scituate Public Schools

HIGH SCHOOL CURRICULUM ACCOMMODATION

**Program and Structure Characteristics Supporting Curriculum
Accommodation for Regular Education Students**

- Leveled classes in core subjects at grades 9-12
- Computer labs (with assigned support staffing)
- Strong elective program for exploration and to meet interest areas
- Developmental reading evaluations and support
- Foreign Language lab
- Life skill, pre-vocational course offerings in Business, Family & Consumer Sciences, and Industrial Technology
- MCAS prep options
- Dual enrollment options
- Academic summer school program for identified students
- Continuing Education options
- Writing portfolio system
- Standardized (and other) testing data base MCAS, teacher administered assessments, College Board testing
- AP courses
- ESL support
- Independent study
- Extracurricular and contest activities related to academic areas
- Detention, service to community
- Course/grade level acceleration
- Honors courses in core academic areas
- Retention or repeating of specific courses
- After school help in all disciplines
- Extracurricular and co curricular activities such as contests or other related activities

<p style="text-align: center;">Personnel Resources Providing Consultation/Support/Intervention in the Regular Education Setting</p>
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- **Guidance Counselors**
Liaison between home and school, parent consultation, teacher support, referrals, file manager
- **Department Chairs**
Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- **MCAS-related Student Success Team**
Review of MCAS and other performance data, development of individual student success plan
- **School Psychologist**
Support to teachers, parents, and students on behavioral or social issues
- **Literacy Support Personnel**
Support within the regular education classroom in the area of reading and writing
- **Technology Assistants**
Support to both staff and students with hardware and software
- **METCO Coordinator**
Support for METCO students and liaison between METCO headquarters and parents
- **Assistant Principals/Principal**
Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy
- **School Nurse**
Consultation to parents, students and staff, direct service for individual students, health instruction
- **DARE Officer and Safety Officer**
Police Department liaison, individual student or parent support and consultation, referral where appropriate
- **ESL Tutor**
Direct services for identified students
- **Student Success Team**

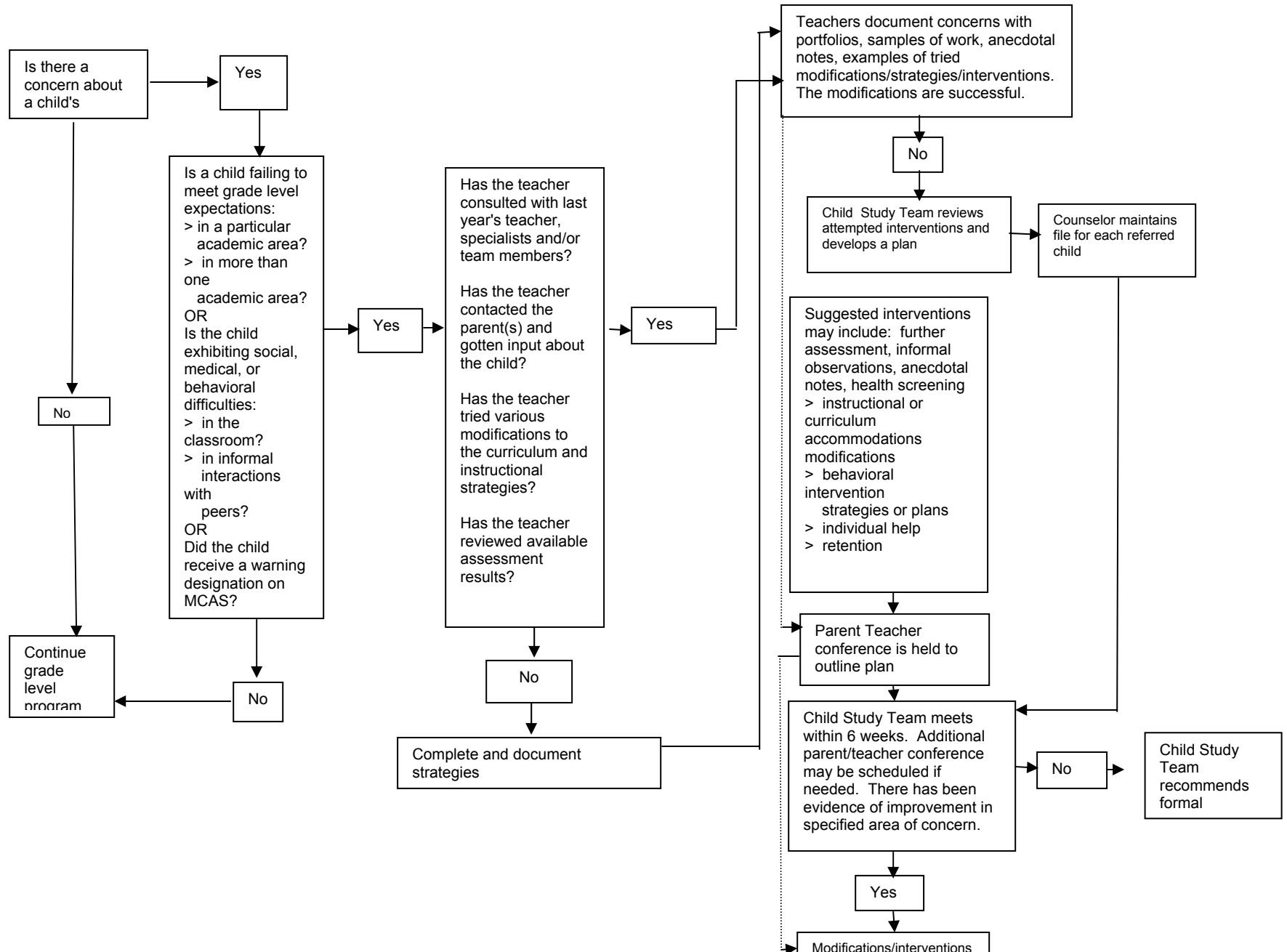
Review of teacher referred cases

- Librarians
Support for student research, teacher and student consultation about curriculum resources

POSSIBLE CURRICULUM ACCOMODATIONS

<p>Physical Arrange preferred seating Incorporate stress-release activities Use visual/auditory aids Experiment with use of space Include energizers Remove distractions Consider a better student/teacher match</p> <p>Structural Change levels Change instructors Use contract learning Cross grade levels Develop alternate assignments</p> <p>Organizational Experiment with a flexible schedule Rotate the student's schedule Reduce the student's schedule Invite parental assistance Insist upon frequent progress reports</p> <p>Remedial Offer after-school support Schedule counselor meetings Improve parental communication Find a buddy reader Arrange peer tutoring Take advantage of mentoring Utilize study groups Provide assistance with note taking</p> <p>Technology Incorporate appropriate software Schedule computer-assisted instruction Provide calculators Tape record lessons Offer research assistance Take advantage of computer labs Utilize listening centers Arrange E-mail communication</p>	<p>Behavioral Change seats Utilize charts Provide a mentor Refer parents to outside professionals Provide a set of rewards Plan parental programs Adjust classroom management Use simple corrective measures Provide on going positive reinforcement Refer to ADL mediation Arrange alternative programs</p> <p>Instruction/Assessment Give extended time on tests Encourage peer tutor Allow oral testing Provide manipulatives Use alternate assessments Vary teaching strategies Identify student's learning style Assign mentors Provide visual clues Include transition cues Provide effective study guides Create flashcards Break down tasks Shorten assignments Arrange small group instruction Provide individual help within the classroom Reduce workload Make contracts with students Include tactile activities Utilize homework logs Provide wait time Provide reference tools Insist upon graphic organizers Teach test-taking strategies and provide practice Incorporate reading strategies Include study skill strategies</p>
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Scituate Public Schools Curriculum Accommodation



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As noted in “Administrative Advisory SPED 2002-2”: A school district may not delay or refuse to evaluate a student referred for an evaluation to determine if special education eligibility solely because the school district wishes to try an instructional support program or any other type of intervention. If the parent or person making a referral has concerns about the student’s development or a suspicion that the student may have a disability, school districts must promptly send notice to the parent and seek permission to conduct an initial evaluation to determine if the student is eligible for special education.