



Groton-Dunstable Regional School District

District Curriculum Accommodation Plan

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan, developed by the district's general education program, is intended to guide school personnel in ensuring that all possible efforts have been made to meet student needs in the general education program. The DCAP is designed to support general educators in analyzing and accommodating the wide range of student learning styles that exist in any school. Additionally, the plan should be used to assist the general education teacher in analyzing and accommodating diverse learning styles of all students in the regular classroom and in providing appropriate services and support within the general 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 plan includes provisions encouraging teacher mentoring and collaboration, and parent involvement.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the 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 programming, 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."

The Groton-Dunstable Regional School District DCAP has five main objectives:

- To assist general educators in assessing and accommodating diverse learners
- To articulate support services and instructional delivery options available within general education
- To recommend interventions for struggling learners
- To identify resources available to educators in the areas of student support, mentoring, professional development and coaching
- To make the general education classroom an appropriate placement for all students.

General Strategies

Strategy:

Provide assistance to general education classroom teachers to analyze and accommodate students' learning needs and manage students' behavior

- Professional development and classroom-based supports for teachers conducted by curriculum supervisors and department heads by continually reviewing and strengthening instructional practice
- Building-based Student Support Teams (SSTs) provide instructional and behavioral intervention suggestions to teachers
- Grade level, department, and faculty meetings
- Teacher mentoring and induction program
- Library/Media Specialists and Technology Integration Specialists provide resources for curriculum and instruction

Strategy:

Utilize a multi-tiered system of support to deliver services that address the needs of students whose behavior and academics may interfere with their learning

- Preschool Readiness Groups prepare children for the transition to Kindergarten
- Classroom teacher interventions directly related to content
- Literacy specialists working with individual and small groups of qualifying students for reading instruction
- Middle School Math Interventionist working with small groups of students for instruction on below grade-level standards
- English Learner (EL) staff provides language learning instruction and support for students in academic classes and through small group instruction
- Reading specialists providing small group instruction to qualifying middle and high school students
- High School Academic Support Center offers small groups of identified students with instructions on essential academic skills
- Guidance staff providing whole class, individual, and small group social skills and issue-specific groups
- Specialists participating in problem solving discussions regarding specific students
- Screenings and assessments conducted throughout the year

Strategy:

Provide professional development to increase instructional methodologies for all teachers

- An evolving comprehensive professional development system that is focused on creativity, problem-solving, and the principles of Universal Design for Learning (UDL)
- The professional development schedule, created by the district Professional Development Committee, provides preschool and elementary teachers with two half days a month and middle school and high school teachers with one half day a month for professional development opportunities
- Curriculum leaders provide individual, grade level, and departmental professional development for teachers in each subject area
- Established Professional Learning Communities (PLCs) discuss student work and problem solve student academic/behavioral needs
- A multi-part professional development series is offered to optimize choice and relevance in all professional development offerings on district half days
- Book study groups are offered as focused professional development around a specific topic
- In-service courses are offered throughout the school year
- Faculty meetings focus on improving teaching and learning for all students
- Graduate courses are offered on and off-campus with options for tuition reimbursement
- Annual mandatory trainings (including state ethics testing) are conducted

Strategy:

Provide teacher mentoring and collaboration time

- New teachers attend a 2-day orientation prior to the start of the school year
- New teachers, in their first year of teaching, attend monthly, district-wide mentoring meetings with the district mentor coordinator.
- New teachers in their second or third year of teaching complete 50 hours of additional induction time through collaboration with colleagues and through completion of additional mentoring with the mentor coordinator
- Mentors are assigned to new teachers who are in their first year of teaching. Mentors are required to complete the district's mentor training, which is aligned with DESE regulations for mentor training. Mentors must also keep a log of their meetings with the new teacher
- Mentors meet with their new teacher for at least two hours every month and attend district-wide mentoring meetings as needed
- Grade level and department teams meet regularly in each building

Strategy:

Implement changes to the school schedules such as additional instructional time

- The high school utilizes a double-block schedule
- The middle school has a modified rotating schedule
- The middle school includes a 20-25 minute flex block in the schedule to accommodate intervention and enrichment activities
- Preschool has variable schedules including 2, 3 and 5 morning programs, a 4 afternoon program and a full day program combining a 5 morning and a 4 afternoon program.

Strategy:

Continue review of local curriculum in relation to state learning standards

- Curriculum supervisors, coordinators, and department heads assist principals and teachers with curriculum and instruction oversight, analysis of achievement data, teacher assistance with curriculum modifications and curriculum resource acquisition and allocation
- Curriculum is aligned to state standards and units are monitored and updated regularly
- Performance patterns in state testing results are identified
- Short- and long-term plans for curriculum changes in each academic area are formulated based on results of the state testing data analysis

Strategy:

Utilize staffing for consultation on academic and behavioral issues

- Nurses and counselors are available as resources for students and staff
- Occupational, speech therapist and special education liaisons are available for teacher consultation, classroom observation of students, as well as informal screening of students
- School psychologists, counselors, Board Certified Behavior Analysts (BCBAs) and special education liaisons are available to conduct observations, consultation, program development and support to classroom and specialist teachers
- Each building has a Crisis Intervention Team who are trained to safely de-escalate student behavior and, if necessary, restrain a student
- Middle school counselors meet with identified students during Lunch Groups to teach and promote social skills

Strategy:

Encourage parent involvement and collaboration

- Preschool and Elementary level teachers provide an opportunity for two parent conferences per year
- Middle School student-led conferences held once a year
- Fourth grade parent night for grades 4 to 5 transition
- High school conferences are held twice a year
- High school conducts one Middle School parent information night in the spring
- High school conducts two Open House meetings a year (fall and spring due to block scheduling)
- Schoolbrains provides parents with password access to report cards at the elementary level and progress report and final semester/term grades of middle and high school students
- Middle and High School Students who are in danger of failing a course for the school year are notified prior to the completion of the fourth term (second term at the HS)
- Open house nights are held at all schools at the beginning of the school year
- The district website and principals' communication provide on-going information to parents
- Parent volunteer opportunities are available by teacher request as well as through the school-based PTAs and APTs at the elementary and middle school levels
- Teachers provide course information to parents

Instructional Support Accommodations

Accommodations are available to **all** students within the Groton-Dunstable Regional School District. General Education Teachers are encouraged to use these accommodations, and others, to meet the diverse learning needs of all their students. This list is representative of suggested accommodations and is not inclusive of all options that may be successful with individual students.

Curriculum/Instruction/Assessment

- Arrange partner or small group instruction
- Apply Universal Design for Learning (UDL) strategies
- Develop academic improvement plans
- Provide wait time to encourage participation
- Provide flexible seating (i.e. stand-up desks, furniture arrangements within the classroom)
- Repeat or re-teach concepts as necessary based on informal and formal assessment results
- Frequently monitor progress and provide feedback to student
- Instruct students in study skills and model these skills during instruction
- Provide instruction in note-taking (i.e. skeleton notes and supplemental notes)
- Utilize technology and approved computer-assisted instruction
- Provide reference tools, online options (i.e. Google classroom, websites, etc) and textbooks for homework support
- Provide study guides and/or review sheets with answer keys at least one day prior to the test
- Provide a scribe when needed to assess student knowledge
- Allow the use of word processing for assignments and assessments
- Provide visual tools such as graphic organizers, rubrics, and exemplars
- Provide manipulative materials for mathematics instruction
- Use rubrics, checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Provide clarification of directions
- Survey students regarding time used to complete assignments
- Provide exemplars when appropriate
- Utilize alternate paper format when appropriate (i.e. graph paper)
- Provide alternate testing environment to reduce or eliminate distractions
- Reduce amount of copying from text or projected class notes
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Offer extended time for tests/assignments when time is not a contributing factor of the assessment
- Explore the use of alternative assessments (i.e. oral or portfolio)
- Encourage/arrange for peer tutoring opportunities

Behavioral and Social/Emotional

- Post classroom expectations and routines in view of all students
- Involve student in “Lunch Bunch” groups/social skill groups
- Arrange seating to promote increased engagement
- Develop student contracts or individual positive behavioral improvement plans
- Utilize data in the form of charts and/or graphs to monitor expectations
- Adjust classroom management strategies and group contingencies
- Utilize reinforcement procedures and antecedent interventions
- Identify and teach replacement behaviors
- Scheduled check-ins with guidance counselors
- Contact parents/facilitate parent support/strategies and communication
- Include movement breaks, fidget tools, and energizers during instructional periods
- Incorporate stress-release activities
- Remove distractions
- Provide cueing/redirection
- Inform student of changes to routine
- Explore alternative programs/learning opportunities

Organizational Strategies

- Provide daily schedule and agenda and objectives
- Allow time for recording assignments
- Use timer to cue for task focus
- Collaborate with parents to monitor homework/study habits
- Collaborate with parents to create homework/study schedule
- Utilize class or flex block time for binder checks and organization
- Utilize a contract learning model
- Implement a frequent progress monitoring system
- Provide organizational strategies to parents to implement at home
- Instruct students in organizational, planning, and time management strategies
- Provide frequent check-ins regarding organization