

Grafton Public Schools

District Curriculum Accommodation Plan

Developed: June 2013



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 and / or Section 504. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

School Advisory Councils (SAC) and District Accommodation Plan, Ch. 71 Section 59C Amended Language

The school advisory 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 GPS DCAP is designed to assist administration, teachers, and other staff 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 diverse learning styles of children that may be present in a school. 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'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 supports plans already available and implemented with the individual schools of the Grafton Public School District.

Principals in consultation with faculty and school advisory council members have formulated specific Building Curriculum Accommodation Plans (BCAP) at each school building. As these plans are developed and revised the information should support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents the ways that Grafton Public Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed. Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and an induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

The information below outlines the various approaches used to provide all Grafton students with equal access to the district's general education program.

I. Educational Program

Curriculum, Instruction, and Assessment

Curriculum Frameworks: Where in existence, Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks and Common Core Curriculum are used as foundation of local curriculum mapping software for instructional staff.

Standards-Based Approach

Based on Curriculum Frameworks and Common Core Curriculum, local K-12 learning standards for all students are developed; there is a standards-based reporting instrument in grades K-5.

Common assessments developed to provide equity across grade levels, schools, and courses (see BCAP) and benchmarks established on many assessments to set equitable expectations for student learning.

Rubrics and checklists used to provide clear set of expectations for student learning (all levels).

Differentiated Instruction

Expectation that educators will vary content, process, and product demands in response to students' needs, based on observational and formative assessment.

Use of Assessment Data to Monitor Student Progress

MCAS data are analyzed for aggregate trends and for individual student performance. MCAS, Reading A-Z, DIBELS, Math Unit tests, are some of the methods used in some, but not all, of Grafton Public School's buildings, based on grade level, in an effort to determine eligibility for additional support.

II. General Education Support Services to Provide Access to Learning

Student Support Teams (SST) / Early Intervention Team

Each school has a structured process to review issues related to students who are not making effective progress academically or behaviorally. These teams are made up of administrators, teachers, and specialists who review data, make recommendations for accommodations, and monitor progress (Response to Intervention methods used).

Collaborative Teams

Various grade level and/or departmental teams of educators, including classroom teachers, reading specialists, special educators (including speech-language pathologists, occupational therapists, assistive technology specialist, etc. as appropriate), and/or administrators who meet regularly through common planning time to set learning goals, examine student assessment data, and design interventions

English Language Learner Education Programming

ELL teachers and tutors to support students who qualify for assistance

MCAS Intervention Programming, ACES

Various before, during, and after school programming at different levels; grant-funded at high school level - designed to provide targeted assistance to students identified as needing additional support, based on previous MCAS and ongoing classroom performance

Counseling Services

Guidance counselors, 9-12 Psychologists, preK-12 Adjustment Counselor 7-12, district social

worker, various interventions including but not limited to social skills groups

School Nurses

Provide physical and mental health related supports Support district wellness plan. Serve on building support teams

III. Personnel Available to Provide Consultation to Assist Educators with General Education Accommodations

Principals	Occupational Therapists
Assistant Principals	Physical Therapists
Psychologists	BCBA / BSC
Media Specialists (7-12)	Special Education Teachers
Reading Specialists (K-8)	ELL Teachers
Speech/Language Pathologists	Team Chairs
Guidance Counselors (9-12)	Social Workers
Adjustment Counselors (7-12)	General Educators

Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to consult regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.

IV. Accommodations Provided within General Education Program When Appropriate

Physical

- Preferential seating
- Frequent breaks
- Writing aids (slant board, pencil grips, etc.)
- Stress release activities (squeeze objects, motor breaks, etc.)
- Remove auditory distractions (use headphones, etc.)

Behavioral

- Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Alternative seating
- Logical consequences
- Counseling
- Alternative schedule/restructure demands

Instructional

- Visual aids
- Manipulatives and other hands-on strategies
- Small group instruction
- Graphic organizers
- Study guides/structured notes
- Homework checks/homework help/targeted homework (quality vs. quantity)
- Planner checks
- Preview / Review
- Flexible grouping
- Alternative assessments
- Work contracts
- Peer tutoring
- Cues for transitions
- Break down tasks into explicit chunks
- Extra help sessions

Technological

- Instructional software
- Calculator
- Word processor
- Listening center/audio recording of books
- Video

V. Professional Development, Induction, and Support for Educators

Graduate Courses

Partial reimbursement toward qualifying courses
Relevant courses offered in-district
Partnership with high quality outside providers

Job Embedded Professional Development

Expertise is shared through professional collaboration, facilitated by administrators, and teachers.

There is constant inquiry into best practices needed to reach student performance goals.

Professional Development Workshops

There are professional development days throughout the year, which are half or full day experiences devoted to key areas of focus.

Various after school workshops are held, often led by peers, including technology skill development and best practice study groups.

Conferences

District supports attendance of educators at various conferences put on by professional associations, local collaboratives, etc., related to key education topics related to district and school goals.

Induction Program for New Staff

- All first year professional staff are assigned a mentor.
- Peer observations between mentor and induction teacher are recommended.
- Mentor training prior to year beginning, ongoing during the year.

Supervision and Evaluation

All professional staff are rigorously evaluated on standards of professional practice, which include standards related to ensuring that curriculum, instruction, and assessment are adjusted to meet the needs of all students. Recommendations are made and support provided where needed.

VI. Volunteer and Community Resources

Parent Groups

- Advisory Committees (Superintendent's Advisory Council, School Advisory Councils)
- Parent Teacher Organization
- Booster Club
- Special Education Advisory Council (Grafton Sped Pac)

Volunteers

Classroom and school-wide volunteers are welcome in our schools.