

# Wareham Public Schools

*"...to educate all students for life's responsibilities, challenges, and opportunities."*

## DISTRICT CURRICULUM ACCOMMODATION PLAN

2005 – 2006

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# WAREHAM PUBLIC SCHOOLS

## **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 Councils 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 supports plans already available and implemented with the individual schools of the Wareham Public School District.

Principals in consultation with faculty and school council members need to formulate 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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## Teacher Assistance Council (TAC)

TAC 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 TAC include the Principal and/or Assistant Principal, a regular education classroom teacher, a special education teacher, guidance counselor, nurse, and other building personnel determined by the Principal. Parents may be invited to join TAC meetings to participate in the process.

## Instructional Support and Intervention Process

1. The student's teacher, guidance counselor, or school psychologist refer a student to the TAC. A "TAC Referral Form" is completed by the referring professional and forwarded to the Principal and/or designee. [See attached Form #1.]
2. The TAC is convened and the referred student's teacher is included in the meeting. Discussion focuses on the needs and lack of progress demonstrated by the student. Instructional strategies are offered through a brainstorming format. Because of the varied expertise of the TAC members, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. Some strategies that may be considered are as follows:
  - Curriculum accommodations [as listed below]
  - Teaching strategies such as multi-sensory instruction, behavior support, cooperative grouping, differentiated instruction, use of graphic organizers and other resources.
  - Support services, including Title I, Homework Club, CARE, core remediation classes, counseling, parent meetings, Summer School, and others as available.
  - Teaching environment or materials (supplementary curriculum materials, computers, seating arrangements, and other available options).
  - Consultative services (behavioral specialist, school psychologist, Occupational Therapist, Physical Therapist, and Speech & Language Pathologist).
3. A written plan for *instructional support and intervention*, including a summary of the discussion of the meeting(s), is completed on the attached form. [See attached Form #2.]
4. Within 4 to 6 weeks, the TAC reconvenes to assess the student's progress. The classroom teacher has kept careful documentation of progress and presents the information.
5. After careful review of the documentation and teacher's reports of the student's progress, the TAC determines if the student is demonstrating improved achievement.
  - If improvement is demonstrated, the accommodations and strategies that have been implemented will continue as needed.
  - If improvement has not been demonstrated, the TAC determines if a referral for additional assessment and/or intervention is recommended.

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## **Accommodations, Academic Support Services, and Additional Class Opportunities**

### ◇ Title I

Title I is a regular education program provided through federal grants. All elementary schools and the middle school are Title I schools, served through the ‘whole school’ Title I program. Certified teachers and instructional assistants provide the following services as deemed appropriate:

- Identification of students at risk
- Individual or small group instruction as needed
- Support within regular classroom setting
- Alternative strategies
- Teacher collaboration for instructional support

### ◇ Reading programs

Each of the schools, elementary through high, provides directed reading programs as appropriate to improve achievement among students who are having difficulty. Some of the programs implemented are as follows:

- Early intervention assessments through the DRA
- Wilson Reading Program
- Orton-Gillingham
- Individual or small group instruction as needed
- Core reading/language arts

### ◇ Math support

Each of the schools, elementary through high, provides math support through specific classes as appropriate to improve achievement among students who are having difficulty. Some of the programs are as follows:

- Individual or small group instruction as needed
- Core math classes
- Additional instruction time

### ◇ Academic support classes – middle and high schools

These classes, usually smaller in numbers, are offered for students who have demonstrated difficulty in English language arts and/or mathematics. Students are scheduled for academic support as available during the regular school day.

### ◇ Core Instruction Program

Elementary students, grades kindergarten through 5, are offered weekly classes in ELA, Reading, and math, by trained ‘master’ teachers. These classes are in addition to regular classroom instruction time and provide a hands-on approach to reading, writing, and math skills.

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## ◇ Counseling

Guidance counselors and/or school psychologists are available for student support. Counselors and school psychologists provide direct student intervention as well as serving as a resource for teachers and parents.

## ◇ CARE After School Program

The four-day program is offered for students in grades four through eight in two sessions of two days per week throughout the school year. The hands-on and project-based classes provide enrichment and remediation in both English language arts and mathematics.

## ◇ Summer School

A five-week or six-week program is taught by faculty of the Wareham Public Schools. Classes offer remediation and enrichment in both English language arts and mathematics through hands-on and project-based classes, as appropriate for each grade level. The summer school options are available to elementary, middle, and high school students. High school students are also offered the opportunity to complete subject area classes that they have not successfully passed during the school year.

## ◇ Mentoring program

Mentors are provided for all first-year teachers to provide support and collaboration throughout the school year. Mentors and protégés have opportunities for consultation and observation of each other's instruction. Additionally, mentors and protégés participate in a series of seminars on the topic of *Peer Coaching* as they work together to meet the needs of all students.

## ◇ Teacher consultations with professional resources

Teachers and administrators consult with various school personnel to seek support and insight for meeting the needs of students. School psychologists, counselors, speech and language pathologists, occupational and physical therapists, 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.

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◇ Other resources specific to buildings and levels:

<b>School/Level</b>	<b>Students' Accommodations</b>	<b>Teachers' Assistance</b>
Elementary Schools: Grades PreK and K	<ul style="list-style-type: none"> <li>▪ Title I services</li> <li>▪ Small group instruction</li> <li>▪ Individualized behavior management plans</li> <li>▪ Frequent progress notes for parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration/consultation with related service specialists, i.e. counselor, speech/language, APE, school psychologist, occupational therapist, physical therapist, and administrators</li> <li>▪ Mentoring</li> </ul>
Elementary Schools: Grades 1-5	<ul style="list-style-type: none"> <li>▪ Title I services</li> <li>▪ Small group instruction</li> <li>▪ Individualized behavior management plans</li> <li>▪ Computer Assisted Instruction</li> <li>▪ Peer tutoring</li> <li>▪ Guidance counselor referral</li> <li>▪ Study skills tutorial</li> <li>▪ After school academic support</li> <li>▪ Breakfast club</li> <li>▪ Frequent progress notes for parents</li> <li>▪ Summer school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration/consultation with related service specialists, i.e. counselor, speech/language, APE, school psychologist, occupational therapist, physical therapist, and administrators</li> <li>▪ Mentoring</li> </ul>
Middle School: Grades 6-8	<ul style="list-style-type: none"> <li>▪ Title I services</li> <li>▪ Small group instruction</li> <li>▪ Individualized behavior management plans</li> <li>▪ Peer tutoring/study buddy program</li> <li>▪ Computer Assisted Instruction</li> <li>▪ Guidance counselor referral</li> <li>▪ Monitored use of student planner</li> <li>▪ Academic &amp; Enrichment Block</li> <li>▪ After school academic support</li> <li>▪ Summer school</li> <li>▪ Frequent progress notes for parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration/consultation with related service specialists, i.e. counselor, speech/language, APE, school psychologist, occupational therapist, physical therapist, and administrators</li> <li>▪ Mentoring</li> </ul>
High School: Grades 9-12	<ul style="list-style-type: none"> <li>▪ Small group instruction</li> <li>▪ Individualized behavior management plans</li> <li>▪ Peer tutoring</li> <li>▪ Students' use of laptop computers for assignments</li> <li>▪ Computer Assisted Instruction</li> <li>▪ Guidance counselor referral</li> <li>▪ After school academic support</li> <li>▪ Summer school</li> <li>▪ Core classes in Math</li> <li>▪ Frequent progress notes for parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration/consultation with related service specialists, i.e. counselor, speech/language, APE, school psychologist, occupational therapist, physical therapist, and administrators</li> <li>▪ Mentoring</li> </ul>

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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 Wareham Public Schools. These accommodations are 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 TAC and that should be considered as integral to effective instruction for all students.*

- Multi-modal instruction
- Differentiated instruction/assignment
- ISSP, as appropriate
- Peer tutoring or study buddy
- Agenda or student planner monitored
- Alternative assessments
- Study skills strategies
- Incentive rewards
- Graphic organizers for composition
- Multiple intelligences and learning styles approaches
- Content area reading strategies
- Individualized help
- Small group instruction
- Classroom management strategies
- Preferential seating
- Additional, frequent progress reports
- Contract learning

## **Conclusions for the District Curriculum Accommodation Plan**

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

Review of the D-CAP, 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 Wareham Public Schools. Final approval of the District Curriculum Accommodation Plan lies with the Superintendent of Schools.

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## **Appendix: Forms**

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## Form #1: TAC (Teacher Assistance Council) Referral

TO: PRINCIPAL

SCHOOL:

FROM:

( Teacher; Counselor; Other: )

RE: (Student)

Grade:

Date:

1. I am recommending the above named student to be considered for review at the next Teacher Assistance Council meeting.
2. The specific reasons for this referral are as follows:
  - a)
  - b)
  - c)
  - d)
  - e)
3. I have tried all or some of the interventions below prior to submitting this referral:
  - Reviewed data in student's cumulative folder
  - Parent conference
  - Use of support services, i.e. guidance counselor, school psychologist, nurse
  - Regular extra help before, during and/or after school
  - Teaching strategies such as multi-sensory instruction, behavior support, cooperative grouping, differentiated instruction, use of graphic organizers and other resources.
  - Support services, including Title I, Homework Club, CARE, core remediation classes, counseling, parent meetings, Summer School, and others as available.
  - Teaching environment or materials (supplementary curriculum materials, computers, seating arrangements, and other available options).
  - Consultative services (behavioral specialist, school psychologist, Occupational Therapist, Physical Therapist, and Speech & Language Pathologist).
  - Other ways you have tried to accommodate student's difficulties:
4. Please provide representative work samples and attendance records to the TAC and other pertinent documentation in the area(s) of concern.
5. Additional comments:

**\*\*You will receive notice of the scheduled TAC meeting.**

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## **Form #2: Written Plan for Instructional Support and Intervention**

Student's Name:

D.O.B.:

Teacher:

Grade:

School:

Date of Teacher Referral:

Date of TAC Meeting:

TAC Members Present:

Identified Areas of Concern:

Discussion Summary:

Instructional Support & Intervention Plan:

Follow-up Meeting Date with TAC: