

Dartmouth Public Schools

District Curriculum Accommodation Plan (DCAP)

A Resource Guide for Administrators, Educators, Paraprofessionals, and Parents



“Quality Education for All Learners”

The Dartmouth Public Schools, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development. Utilizing data analysis to drive instruction, we will implement specific strategies to support every student to think critically, solve problems and become a responsible, contributing citizen. Our high school graduates will possess the required skills and knowledge necessary to thrive in their academic and vocational ambition

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WHAT IS THE DCAP?

The Dartmouth Public Schools in compliance with the Massachusetts General Law has developed a District Curriculum Accommodation Plan (DCAP). The intent of this plan is to provide a guidance document for administrators, educators, paraprofessionals and parents to ensure that all students in general education classes are provided with the tools and strategies to be successful. The DCAP is aimed at assisting staff in providing differentiated learning experiences to ensure that students can improve learning through the use of various teaching modalities. The DCAP guidance document describes the accommodations, instructional supports and interventions that are provided for students who are experiencing difficulty mastering content.

CHAPTER 71 MASSACHUSETTS GENERAL LAWS: SECTION 38 ½ Q INDICATES:

“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.”

WHAT IS THE GOAL OF THE DCAP?

Dartmouth Public Schools provides a rich educational experience for all students. The goal of the DCAP is to assist teachers with content based instruction, using instructional techniques that will assist with student understanding. Our focus is to create a learning environment where students receive a variety of identified supports and accommodations in order to find optimal success. To facilitate this mission we have developed a framework that provides strategies and interventions to support all students to achieve success. This framework includes accommodations that are available to all students in the areas of curriculum, instruction, assessment, and school environment. Accommodation refers to approaches whereby the learning environment of the student, either some of the elements of the total environment, is modified to promote learning. Depending on the child’s grade level, certain accommodations may not be appropriate given the pre-requisite skills and foundation required. The district is committed to developing a rich classroom so all students can find success in Tier I. The possible accommodations and interventions may be recommended for, but are not limited to, general education students.

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Dartmouth Public Schools

Mission:

The mission of the Dartmouth Public Schools is to provide a quality education for all learners.

Vision:

The Dartmouth Public School District, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development. Utilizing data analysis to drive instruction, we will implement specific strategies to support every student to think critically, solve problems and become a responsible, contributing citizen. Our high school graduates will possess the required skills and knowledge necessary to thrive in their academic and vocational ambitions.

Core Values and Beliefs:

Exhibit 'Dartmouth Pride' in all we do by:

- Demonstrating personal and social responsibility through respecting others, our surroundings, and ourselves.
- Developing a work ethic of perseverance, tenacity, and resiliency that encourages academic excellence to meet or exceed high standards of performance.
- Discovering and broadening our individual talents.
- Embracing the knowledge society with current instructional methods and tools.
- Engaging in open communication with each other and our community to support student academic achievement and social and emotional growth.

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Objective: To continually strengthen and improve the general education program for the benefit of all students.

Strategy 1--Teacher Supports

Professional Development opportunities provided to increase instructional skills for all teachers focusing on increasing student achievement and building relationships

Method	Cushman	Demello	Potter	Quinn	Middle	High
Job Embedded Professional Development from Literacy Instructional Coach	X	X	X	X	X	
Job Embedded Professional Development from Math Instructional Coach	X	X	X	X	X	
Job Embedded Professional Development from Content Area Instructional Coaches						X
Job Embedded Professional Development from Technology Coach/Library Media Specialist		X	X	X	X	X
Support from ELL Teacher		X	X	X	X	X
Collaborate/consult with related services specialists e.g., adjustment counselor, speech/language, school psychologist, occupational therapist, physical therapist, nurses, and administrators	X	X	X	X	X	X
Collaborate/consult with academic support personnel e.g., reading specialists/math specialist	X	X	X	X	X	
Use of data and item analysis of Assessments (STAR/MCAS/PARCC/Writing Tasks)	X	X	X	X	X	X
Use of data and Item analysis of Benchmark/Common Assessment	X	X	X	X	X	X
Literacy Assessments 3 times/yr to determine student progress and student grouping	X	X	X	X		
Professional Learning Community						X
Common Planning Time	X	X	X	X	X	
Professional Development days for all staff	X	X	X	X	X	X
Workshop and/or conferences as requested by teacher or by principal invitation	X	X	X	X	X	X
Response to Intervention (RTI) meetings as needed pertaining to individual students	X	X	X	X	X	X
Flexible Professional Development Days – Targeted to Individual Staff Needs	X	X	X	X	X	X
Teacher Induction and Mentoring Program	X	X	X	X	X	X
Monthly Curriculum Meetings	X	X	X	X	X	X
Curriculum, Instruction, Assessment Teams (CIA/ILT/SIP/Data)	X	X	X	X	X	X
Access Rubicon Atlas Curriculum Mapping Tool	X	X	X	X	X	X

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Objective: To continually strengthen and improve the general education program for the benefit of all students.

Strategy 2: Student Supports

Provided a rich educational experience for all students, developing a rich classroom so all students can find success in Tier I.

Method	Cushman	Demello	Potter	Quinn	Middle	High
Provide leveled libraries	X	X	X	X		
Identify essential questions students should be able to answer at end of lesson	X	X	X	X	X	X
Offer the use of graphic organizers	X	X	X	X	X	X
Provide wait time	X	X	X	X	X	X
Provide study guides/notes		X	X	X	X	X
Provide technology to help students focus on conceptual understanding	X	X	X	X	X	X
Utilize Computer Programs (BrainPOP, xxx)	X	X	X	X	X	X
Provide small group instruction	X	X	X	X	X	
Provide books on CD/digital	X	X	X	X	X	X
Provide scaffolding and supports	X	X	X	X	X	X
Provide technology and assistive technology	X	X	X	X	X	X
Help students access subjects in varied ways	X	X	X	X	X	X
Use “think alouds” and other metacognitive strategies	X	X	X	X	X	X
Clarify directions or questions	X	X	X	X	X	X
Check for understanding frequently	X	X	X	X	X	X
Clearly model steps, procedures, and questions to ask when solving problems	X	X	X	X	X	X
Provide rubrics, models or examples of end products	X	X	X	X	X	X
Scaffold complex concepts and provide leveled problems for multiple entry points	X	X	X	X	X	X
Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate	X	X	X	X	X	X
Point to visuals while speaking, using your hands to clearly indicate the image that corresponds to your words	X	X	X	X	X	X
Provide multi-modal presentations	X	X	X	X	X	X

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Identify tiered vocabulary and provide a word bank with vocabulary words and visuals when appropriate	X	X	X	X	X	X
Clearly articulate learning goals for students	X	X	X	X	X	X
Preview new concepts	X	X	X	X	X	X
Establish clear rituals and routines	X	X	X	X	X	X
Post agenda/homework assignments in a consistent location	X	X	X	X	X	X
Vary grouping in the classroom for different purposes, sometimes homogeneous groups, other times heterogeneous groups	X	X	X	X	X	X
Helps with transitions from task to task	X	X	X	X	X	X
Provides manipulatives	X	X	X	X	X	X
Provides Peer Assistance	X	X	X	X	X	X
Read directions to students	X	X	X	X	X	X
Make connections	X	X	X	X	X	X

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Objective: To continually strengthen and improve the general education program for the benefit of all students.

Strategy 3: Student Supports

Support services, accommodations, interventions that are available to students through the regular education program.

Method	Cushman	Demello	Potter	Quinn	Middle	High
Support from Title I staff (Math Specialist/Coaches)	X		X	X		
Pre-referral process in place (RTI)	X	X	X	X	X	X
Educational Proficiency Plans (EPP) for all students who score in the warning or failing (220-238) category on the ELA and/or Math MCAS					X	X
Teach study skill strategies		X	X	X	X	X
Provide a variety of ways to respond: oral, choral, student white boards, concrete models, etc	X	X	X	X	X	
Reteach concepts with a different approach	X	X	X	X	X	X
Conferencing with students to provide one on one teaching	X	X	X	X	X	X
Pace students work load	X	X	X	X	X	X
Before School / After school support	X	X	X	X	X	X
Homework Club					X	X
Educational Assistants provide inclusion support to students w/special needs	X	X	X	X	X	X
Vary grouping in the classroom for different purposes, sometimes homogeneous groups, other times heterogeneous groups	X	X	X	X	X	X
Allow extended time	X	X	X	X	X	X
Use time management tools, e.g., agenda books, calendar, timers, and agendas	X	X	X	X	X	X
Reformat handouts to provide more workspace	X	X	X	X	X	X
Provide templates/graphic organizers when appropriate	X	X	X	X	X	X
Provide National Honor Society Program					X	X
Provide Credit Recovery Program						X
Provide Dual Enrollment Program						X
Provide Summer School for academic/enrichment and behavioral support	X	X	X	X	X	X
Provide wide-range of after-school enrichment programs			X		X	X

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Objective: To continually strengthen and improve the general education program for the benefit of all students

Strategy 4: Student Supports

Support services, accommodations, interventions that are available to students through the regular education program to address the needs of students whose behavior may interfere with learning.

Method	Cushman	Demello	Potter	Quinn	Middle	High
Second Step strategies	x	x	x	x		
Responsibility, Accountability, Respect, Equal (RARE) Program					x	
Social Worker/ Guidance Staff/School Psychologist (Behavioral Issues)	x	x	x	x	x	x
Pre-referral process in place (RTI)	x	x	x	x	x	x
Utilize School-Wide Positive Behavior and Supports (PBIS) strategies	x	x	x	x	x	x
Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc	x	x	x	x	x	x
Individual Behavior Plans	x	x	x	x	x	x
Check-In/Check Out Procedure		x	x	x	x	x
Organization Groups					x	x
Social worker/Guidance Staff used for behavior, homework, and school work completion issues	x	x	x	x	x	x
School Psychologist staff is available during the day for students who are unable to function in the regular classroom	x	x	x	x	x	x
Step up Program					x	
Designate a “cool-off” space	x	x	x	x	x	x
Use nonverbal cues to get and maintain attention	x	x	x	x	x	x

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Strategy 5: Student Supports

Provide Health/Medical resources for temporary health or medical issues - (504 not necessary)

Method	Cushman	Demello	Potter	Quinn	Middle	High
Provide access to nurse's office and bathroom	x	x	x	x	x	x
Provide clearance to leave class 2-3 minutes early					x	X
Provide a chair/pillow to elevate extremities	X	x	x	x	x	x
Give permission to carry water bottles	x	x	x	x	x	X
Give preferred seating	X	x	x	x	x	x
Allow snacks	x	x	x	x	X	
Provide student escort					x	x
Provide use of elevator	x			x	x	x
Allow the wearing of a hat or scarf	x	x	x	x	x	x
Provide a scribe when needed	x	x	x	x	x	x

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Objective: To continually strengthen and improve the general education program for the benefit of all students.						
Strategy 6: Family Supports						
Enhance communication with parents and opportunities for parental involvement.						
Method	Cushman	Demello	Potter	Quinn	Middle	High
Open House	X	X	X	X	X	X
Parent Teacher Conferences	X	X	X	X	X	X
Early Intervention, Preschool, Elementary, Middle, High Transitions	X	X	X	X	X	X
Showcasing of student work during the day and evening	X	X	X	X	X	X
Use of Parent Volunteers	X	X	X	X	X	
Newsletter to Parents	X	X	X	X	X	X
Theme Days	X	X	X	X	X	X
School Councils/Committees	X	X	X	X	X	X
Weekly School News in local papers	X	X	X	X	X	X
Website	X	X	X	X	X	X
E-mail and/or voice mail	X	X	X	X	X	X
Concerts – Vocal and/or Instrumental	X	X	X	X	X	X
Special Recognition Celebrations	X	X	X	X	X	X
Field Day	X	X	X	X	X	
PTO	X	X	X	X	X	X
Healthy Dartmouth Committee	X	X	X	X	X	X
Special Education Advisory Council (SEPAC)	X	X	X	X	X	X



Student Support Personnel Providing Consultation/Support/Intervention in the General Education Setting

ENGLISH AS SECOND LANGUAGE (ESL) TEACHERS

The ESL/ELL teachers provide direct services for identified English Language Learners (ELL).

GUIDANCE COUNSELORS (Middle and High School)

The Guidance Counselors work closely with students, parents and school staff in manners related to academics.

MIDDLE SCHOOL/HIGH SCHOOL DEANS

The Deans are case workers for students supporting students and staff in the resolution of discipline problems and safeguarding academic success. The Deans collaborate with students, families and facility in all matters centered around their students. They are liaison with School Nurses, Social Workers, and Guidance Counselors to ensure a continuum of services are available to all students on his/her caseload.

INSTRUCTIONAL TECHNOLOGY SPECIALIST

The Instructional Technology Specialist supports and assists staff members in the use of and integration of instructional technology in the classroom.

LIBRARY MEDIA SPECIALIST

The Library Media Specialists consult with teachers and serves as a resource person for the faculty on all aspects of the school's media curriculum and instruction.

LEAD TEACHERS/INSTRUCTIONAL COACHES (High School)

The Lead Teachers/Instructional Coaches work closely with classroom teachers in the subject area to provide support and assistance in the implementation of standards-based curriculum, common assessments..

LITERACY AND MATH COACHES (Elementary/Middle School)

The Literacy and Math Coaches support classroom teachers and other instructional staff in developing strategies, skills, tools, techniques, and capacity to effectively teach reading and math to all students. They also disseminate student data to improve teaching and learning.



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NURSES

The Nurses provide consultation to staff, communication and consultation with parents, direct service to individual students and staff, as well as vision, hearing, and BMI screenings.

READING SPECIALIST/MATH SPECIALIST

The Reading and Math Specialist provide literacy instruction within classrooms, small groups, and/or individual students. They also assist classroom teachers in the maintenance of a quality literacy program at the classroom, grade level, school, and district levels;

SCHOOL PSYCHOLOGISTS

The Licensed School Psychologists collaborate with students, parents and staff. They provide small group or individual counseling for students, social skills training, behavioral intervention programming, and crisis intervention.

SCHOOL ADJUSTMENT COUNSELORS/SOCIAL WORKERS (Elementary and High)

The School Adjustment Counselors provide individual and group counseling related to school matters, co-teach social skills groups, and serve as a liaison between the school district, parents and other agencies involved with students.

SPECIAL EDUCATION CO- TEACHER

The Special Education Teachers provide direct instruction to students and collaborative consultation to teachers in a general education setting.

SPEECH/LANGUAGE PATHOLOGISTS AND OT SPECIALISTS

The district employs a team of licensed and certified speech/language pathologists and occupational therapists, professionals work with identified students are available for teacher consultation and informal screenings.

TITLE I COACHES AND SPECIALIST

The Title I Coaches and Math Specialists work within the three Title I elementary schools (Cushman, Potter, Quinn) to provide direct supplemental small group instruction to a targeted group of students in reading and/or math.