

MARSHFIELD PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

The Massachusetts General Laws, Chapter 71, Section 38Q1/2, requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers and support 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 the wide range of student learning styles and needs that exist in any school.** The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. Another statute, Chapter 71, Section 59C (School Councils), was amended in November 2016 to include involvement of the School Councils in development and evaluation of the DCAP.

The Marshfield Public Schools' DCAP is a "living document" that is reviewed and revised regularly. It is disseminated and explained to staff in faculty meetings at the elementary, middle, and high school levels, and it is shared the School Committee

The District recognizes that:

- students have different rates and styles of learning;
- students are diverse in their cognitive, physical, linguistic, and social-emotional development;
- and students differ in their ability to work and study independently.

The DCAP is designed to proactively respond to student diversity and ensures that all staff and families are aware of the accommodations and resources available through general education to all students in Marshfield.

The document is divided into three sections:

1. Accommodations Available through General Education
2. Curriculum Accommodations Available through General Education (by level)
 - a. Elementary
 - b. Middle School
 - c. High School
3. Personnel Resources Available through General Education

**MPSD District Curriculum Accommodation Plan (DCAP)
Accommodations Available to All Students through General Education
All Grade Levels**

These supports are considered “good teaching strategies” and may be provided within the General Education Program for students who are struggling and include accommodations to the classroom instruction, student responses, teaching strategies, and/or teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Physical

Preferential and/or flexible seating
Frequent breaks
Writing aids (slant board, pencil grips, etc.)
Stress release activities (squeeze objects, motor breaks, etc.)
Minimize auditory distractions (use headphones, etc.)

Organizational

Collaborate w/ parents/ guardian
Visual aids
Teach students to use graphic organizers
Study guides/structured notes
Checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
Planner checks
Instruct students in study skills, note-taking; model these skills during instruction
Breakdown tasks into manageable steps
Homework logs, journals, Canvas, and/or Aspen for homework follow-up

Social/ Emotional and/or Behavioral

Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
Adult mentor
Alternative seating
Logical consequences
Social Skills Groups/ “Lunch Bunch”
Alternative schedule/restructure demands
Post classroom expectations in view of all students
Arrange seating to prevent behavioral difficulties
Develop student contracts or individual behavior improvement plans
Utilize charts and graphs to monitor expectations
Contact parents/facilitate parent support/strategies and communication
Consult with a school psychologist, guidance counselor, adjustment counselor, social worker, or behavior specialist
Include movement breaks and energizers during instructional periods
Incorporate stress-release activities

Instructional

Manipulative and other hands-on strategies
Small group instruction
Homework checks/homework help/targeted homework (quality vs. quantity)
Work contracts
Cues for transitions
Extra help sessions
Multi-modal presentation of instruction and materials
Arrange partner or small group instruction
Provide cueing and “wait time” or “think time” to encourage participation
Repeat or re-teach concepts with a different approach
Utilize alternative assessments: oral, multiple-choice, computer-based, read aloud, except reading tests
Incorporate incentives and reward systems, including student graphing of own progress
Provide preferential seating/flexible seating arrangements
Frequent progress monitoring and provide feedback to the student
Utilize peer buddy systems for study groups or homework check-ins
Provide strategies to parents to support homework completion
Allow extended time for tests that determine a student’s knowledge and mastery of content
Use cooperative learning strategies
Study guides/structured notes
Frequent check-ins

Technological

Incorporate appropriate software
Schedule computer-assisted instruction
Provide calculators
Offer research assistance
Utilize e-mail communication
Audiobooks (Learning Ally)
Text-to Speech Programs
Lexia
Bookshare.org
Online textbooks/ Resources
IPads & Chromebooks
FM Systems

**MPSD DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)
ELEMENTARY**

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM
ACCOMMODATION FOR ALL STUDENTS

- Early literacy activities for preschool and kindergarten students
- iPad accessibility (K-1)
- Chromebook carts (Grades 2-5)
- Interactive white boards K-5
- Analysis of MCAS and teacher administered assessments
- Classrooms with access to additional professional staff
- Full-day kindergarten available for all students
- Extra Support Personnel in all preschool and kindergarten classrooms
- Guided reading with text to match students' instructional levels
- Independent reading with text to match students' independent reading levels
- Foundations phonics program grades K-2
- Standardized and other testing data, including Fountas & Pinnell, MCAS, analysis, and teacher administered assessments – used to assess achievement and to inform instruction
- Formative and summative assessments
- Title I reading program grades K-5 (if school is deemed eligible)
 - Lexia Reading
- Pre-K and Kindergarten screening
- Collaborative consultation time for grade levels
- Emphasis on differentiated instruction to meet the needs of all students
- Emphasis on the writing process using the Writer's Workshop
- Emphasis on teaching across the curriculum and assisting students in making connections to previous knowledge/experiences
- School-based counseling
 - Access to support staff
 - Class meetings
 - Chill Zone in each classroom
 - Executive Functioning Strategies
 - PBIS – Positive Behavior Intervention Support through school core values
 - Student Intervention Team (SIT)
 - GO Noodle brain breaks for students
 - Promote and celebrate positive behaviors with awards
 - Grade-level data meetings
 - Kindergarten - Intervention Groups w/ teachers and related service providers
 - PeaceBuilders
 - Access to district-wide Behavior Specialist
 - Sensory strategies
 - Response to Intervention (RTI)/ Student Teacher Assistant Team (STAT)

**MPSD DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)
MIDDLE SCHOOL**

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM
ACCOMMODATION FOR ALL STUDENTS

- Small class sizes
- Calm Classroom daily activities
- Social-Emotional Learning for all students
- Response to Intervention (RTI)
 - Provides targeted intervention to students based on data collection
- Accelerated 7th and 8th grade Math courses
- Analysis of MCAS to inform instruction
- Teacher administered formative and summative assessments
- Collaborative consultation time for all grade levels
- After school help in all disciplines with late buses three days per week
- Grades, attendance, and progress posted regularly to Aspen for parent and student review
- Students are identified through data collection for Reading Intervention services
 - Balanced Literacy
 - Multi-sensory reading
- Afterschool homework club
- Access to computer lab
- Chromebooks
- Curriculum and instructional activities that address varied learning styles
- Emphasis on differentiated instruction to meet the needs of all students
- Emphasis on writing across the curriculum
- Emphasis on teaching across the curriculum and assisting students to make connections to previous knowledge/experiences
- School-based counseling for students and outreach to families
- Zones of Regulation
- Academic Assistance Websites
 - NewsELA
 - Study Island
- Marshfield After-School Tutoring (MAST Program)
- Returning After Missing School (RAMS Program)

**MPSD DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)
HIGH SCHOOL**

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM
ACCOMMODATION AVAILABLE TO ALL STUDENTS

- One to one device program (grades 9 -12 Chromebooks)
- Access to computer labs
- Calm Classroom activities
- Social-Emotional Learning for all students
- Elective programs for exploration and to meet interest areas
- Faculty Professional Learning Communities for focus on teaching and learning
- Freshman Orientation and Activity Fair
- Differentiated instruction to meet the needs of all students
- MCAS preparation options
- MCAS, teacher administered assessments, College Board testing
- PSAT administered free of charge for all 11th-grade students during school hours
- Honors courses in core academic areas
- Advanced Placement courses
- Career and college planning resources (Naviance)
- School-day internships for career exploration
- After school help in all disciplines
- Online courses through Edgenuity and Virtual High School
- Academic summer school for credit recovery
- Foundations Math and English courses
- Advisory Program provides each student with a consistent adult advocate
- School-based counseling for students and outreach to families
- Grades, attendance, and progress posted regularly to Aspen for parent and student review
- Student Study Team convenes biweekly
- Personalized learning
- Small class sizes allow staff to know each student
- Math Lab
- Marshfield After-School Tutoring (MAST Program)
- Work release
- Academic Lab
- Writing conference
- Canvas - Course Management System
- Language Lab
- Night School for credit recovery

Personnel Resources Available to All Students through General Education

School Psychologist: Teacher consultation, support and training, parent/family consultation direct service to students (individuals or small groups), Functional Behavioral Assessments, Behavior Intervention Plans, Member of Student Assistance Team, Member of Student Intervention Team

School Adjustment Counselor (Middle and High Schools): Teacher consultation, support and training, parent/family consultation direct service to students (individuals or small groups), Functional Behavioral Assessments, Behavior Intervention Plans, Member of Student Assistance Team (middle and high school), Member of Student Intervention Team (middle school and elementary school), 504 coordinator (middle and elementary school)

Guidance Counselor (Middle and High Schools): Liaison between home and school, parent consultation, teacher support, student support, file managers, member of Student Assistance Teams, 504 Coordinator

Principal/Assistant Principal: Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy, support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, Member of Student Assistance Teams

Reading specialists (Elementary and Middle school): Teacher consultation, screening and informal assessment, academic support for struggling students

School Nurse: Consultation to parents, students and staff, direct service for individual students, health instruction, services students with concussions, manages health plans, Member of Student Assistance Teams (middle and high school)

Speech and Language Pathologist: Teacher consultation for curriculum modification, classroom observation of students, administer informal & standardized assessments, teacher training, direct services to groups or individual students

Occupational Therapist: Teacher consultation, classroom observations of students, administer informal & standardized assessments, direct services to groups or individual students

Physical Therapist: Teacher consultation, classroom observations of students, administer informal & standardized assessments, direct services to groups or individual students

Librarian / Media Specialist (Middle and High School): Support for student research, teacher and student consultation about curriculum resources

Internship Coordinator: Arranges internships, provides employment opportunities for students, coordinates student volunteer opportunities, organizes guest vocational speakers, mentors at-risk-students

Administrative Team: Support to teachers on academic, social, and behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, vertical articulation, community outreach

Student Study Team: Support to teachers on academic, social, and behavioral issues, behavioral interventions with students

Crisis Management Team: Resource for staff, students and parents, regarding emergency and unique situations, each member trained in Crisis Prevention Intervention

School Resource Officer (high school)/ School Liaison Officers (middle and elementary): Provides a resource for staff, students and families regarding emergency and unique situations, each member trained in Crisis Prevention Intervention

Continuing Education Coordinator: Provides a resource for staff, students, and families

District-Wide Behavior Specialist: Provides a resource for staff, students, and families regarding behavioral disorders, executive functioning and social/ emotional issues

District-Wide ASD Specialist: Resource for staff, students, and families regarding instructional practices, interventions, and services within the community for students with Autism Spectrum Disorder

Social Worker: Resource for staff, students, and families regarding social/ emotional issues

Bullying and Harassment Mediators: Resource for staff, students, and families regarding issues associated with bullying and harassment

McKinney-Vento Homeless Coordinator: Resource for students and families dealing with issues of homelessness. Connects families with services and resources within the community.

Nala - Therapy Dog (Marshfield High School): Resource for students experiencing anxiety