

**Maynard Public Schools
District Curriculum Accommodation Plan
2014-2015**

What is a 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 education teachers 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.

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 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."

The Maynard Public Schools' DCAP outlines procedures, programs and supports already available and implemented within the individual schools of the district.

General Strategies

Assistance to regular education classroom teachers, such as professional development, that will help them to analyze and accommodate various students' needs, and to manage students' behavior effectively.

Specific Strategies of the Maynard Public Schools

- Instructional skills and strategies are part of professional development workshops offered on district professional development days.
- System wide workshops on differentiated instruction are an essential part of the professional development agenda.
- All teachers participate in frequent team meetings by grade level or subject area where standards-based instruction and important strategies for student success are emphasized.

- Workshops and trainings focusing on social skills, social thinking, perspective taking, and supporting students with autism spectrum disorders are offered.
- Professional development training for core academic teachers to improve instruction for English Language Learners is a priority through mandatory enrollment in the RETELL (Rethinking Equity in Teaching English Language Learners) courses.
- Focus on multi-tiered instruction as well as workshops in current assessment practices are provided.
- All administrators participate in regular professional development for the purpose of facilitating the analysis of students' needs and helping teachers accommodate those needs in the regular classroom.
- Literacy specialists at Green Meadow School and Fowler work closely with teachers to help design instruction specific to student needs.
- A mathematics specialist/ coach works closely with teachers and students to ensure that personalized instructional strategies in mathematics are utilized when needed.
- Responsive Classroom training is available to both teachers and paraprofessionals at Green Meadow and Fowler.
- Specialized workshops and trainings on supporting students with social/emotional and behavioral challenges are provided.

General Strategies

Support Services are available to students through the regular education program, including services to address the needs of students whose behavior might interfere with learning.

Specific Strategies of the Maynard Public Schools

A building-based support team (BBST) exists in each of the districts' three schools. These teams are designed to provide support for struggling learners.

- At all levels in the system instructional support personnel work with students needing assistance in the general education setting.
- Tutorial sessions are implemented for some regular education students needing individual assistance.
- Title I services in mathematics and English/language arts are available for students in grades 1-3.
- Reading specialists provide support to teachers and students in grades K-8.
- Scheduled time everyday for Fowler students to work in their zone of proximal development in reading and math.

- Guidance/Adjustment counselors, School Psychologists, and BCBA's are available to support students in grades PK-12.
- ELL teachers are available to support students in grades Pk-12.
- MCAS Academic Support Services are available to high school students identified as needing support in preparation for high stakes testing.
- Summer Support Services are available for identified regular education students who might benefit from additional instruction in English/ language arts and mathematics.
- Educational Proficiency Plans are completed for each high school student who scores below the proficiency level on the tenth grade English/language arts or mathematics portions of the MCAS.

General Strategies

Direct and systematic instruction in reading for all students.

Specific Strategies of the Maynard Public Schools

- At the elementary level students spend a minimum of sixty minutes per day on direct reading instruction. Beyond direct instruction, additional time is spent each day in silent reading, reading aloud and time in the library.
- District-wide reading assessments take place at each grade level at Green Meadow and Fowler on a consistent basis and the results are used to plan differentiated instruction depending on individual student needs.
- Reading support is available to students at all three schools.
- Support for guided reading as well as for leveled-reading materials and supplies is available. The enhancement of leveled libraries at Green Meadow School and Fowler is part of the 2014-2015 district goal document recently approved by the Maynard School Committee.
- A balanced literacy program has been embedded into the curriculum.
- Instruction in phonemic awareness takes place at the elementary level.
- Title One reading is available to qualifying students in grades 1-3.

General Strategies

Encouragement of teacher mentoring and collaboration.

Specific Strategies of the Maynard Public Schools

- Each year, teachers new to the school system are required to participate in a new teacher mentoring program. Building principals work in partnership with the district curriculum administrators to deliver a program designed to meet the specific needs of individual teachers.
- The mentor program is mandatory for teachers with less than one year experience in the school system. This mentor program is supported through collaboration between the new teachers, the veteran mentor teachers, the principals, and the district curriculum office.
- Documentation of structured meetings between new teachers and members of the mentoring team is required as part of the mentoring and induction program.
- Topics discussed during the year long mentoring and induction program include building-based support teams, professional development opportunities, civil rights obligations, technology training, and the establishment of professional learning communities.
- Principals, new teachers, mentors, and district representatives meet on a periodic basis to refine the program and to ensure that each new teacher is receiving needed support and assistance.
- The importance of peer observations and professional discussions are emphasized in the evaluation instrument approved by the Maynard School Committee and the Maynard Education Association.
- Collaboration of regular education and student support staff is a necessary component in the functioning of the comprehensive building-based support teams found in each of the three schools.
- Planning time for teacher collaboration is scheduled in all three schools.

General Strategies

Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers

Specific Strategies of the Maynard Public Schools

- The Maynard Education Foundation (MEF) provides funding for programs that help students in innovative ways.
- Each school has an active parent group that continually provides resources and assistance on behalf of students.
- Active School Councils at each building provide feedback to the principals and create a yearly school improvement plan that emphasizes various strategies for student achievement.

- Remembering Maynard's Own, a local support group, offers financial assistance in partnership with the schools, to ensure that all students have access to school-sponsored activities.
- The Maynard Police Department provides a school resource officer who acts as an important resource for the schools and as an effective liaison between the police, school, and community.

General Strategies

Changes to the school schedule, such as additional instructional time or block scheduling.

Specific Strategies of the Maynard Public Schools

- Tuition-free full day kindergarten is available to all students in the Maynard Public Schools.
- Members of the guidance teams as well as school administrators assist parents and students in finding opportunities for additional instructional time both during the school day and during non-school hours.
- Directed studies with teacher support are utilized at the high school.
- At all levels academic support and small group instruction is available to any student having difficulty with school work.

General Strategies

Review of local curriculum in relation to state learning frameworks.

Specific Strategies of the Maynard Public Schools

- Maynard educators (PreK-12) meet on a frequent basis to examine each area of the curriculum. Curriculum mapping and alignment to state learning frameworks is ongoing.
- Curriculum discussions are regular agenda items of the Maynard School Committee. Parents are able to provide input into curriculum initiatives and to make suggestions regarding curriculum access.
- NAEYC Accreditation (National Association for the Education of Young Children) has been awarded to all preschool and kindergarten classes. This accreditation (and periodic reaccreditation) is a rigorous process and educators construct portfolios to demonstrate alignment with national and state standards.
- Maynard High School has received NEASC Accreditation (New England Association of Schools and Colleges) and the alignment of local curriculum learning standards in relationship to the NEASC standards takes place as part of the continuous accreditation process.

General Strategies

Review of school policies and discipline codes.

Specific Strategies of the Maynard Public Schools

- School procedures and discipline codes are reviewed annually and appear in the student handbooks. Policies and procedures have been updated to reflect changes in state regulations.
- Revised School Safety and Crisis Plans have been completed in all buildings.
- The Maynard School Committee has an active Policy Subcommittee whose members review district policies on a revolving basis and, when necessary, recommends changes or updates to the entire school committee.

General Strategies

Additional staffing or consultation on behavioral issues.

Specific Strategies of the Maynard Public Schools

- All three schools have engaged the services of outside presenters on issues pertinent to student need. In addition, the 2014-2015 professional development opportunities available through the Assabet Valley Collaborative, and other providers, include training in practical and effective strategies for students with anxiety, cultural proficiency, students with autism spectrum disorders, Responsive Classroom, dealing effectively with trauma, understanding social thinking, and substance abuse as part of a dual diagnosis.
- District-wide clinical consultation is available to school personnel at all grade levels.
- The Maynard Public schools employ Board Certified Behavior Analysts (BCBA) who work in conjunction with administrators, parents, and teachers to implement strategies that help regulate and improve student behavior.
- School psychologists, guidance counselors, and Board Certified Behavior Analysts (BCBA) are available to conference with classroom teachers to help develop behavioral plans and/or discuss strategies to employ for those students whose behaviors can impede their educational progress.

Appendix A

Specific District-wide Accommodations are available to all students within the Maynard Public Schools. General education teachers are encouraged to use these accommodations, and others, to meet the diverse learning needs of all their students:

Physical:

- Arrange preferential seating
- Incorporate stress-release activities
- Use visual/auditory aids
- Include energizers
- Remove distractions

Structural:

- Change levels
- Change instructors
- Use contract learning
- Cross grade levels
- Develop alternate assignments

Organizational:

Experiment with a flexible schedule
Rotate the student's schedule
Reduce the student's schedule
Invite parental assistance
Insist on frequent progress reports

Technological:

Incorporate appropriate software and apps
Schedule computer-assisted instruction
Provide calculators
Tape record lessons
Provide books on tape
Offer research assistance
Utilize laptop carts and classroom computers
Incorporate listening centers
Consider use of iPad, Smart Board, laptops, and other computer-based learning

Assessment:

Allow a variety of evidence to demonstrate mastery/alternate assessments (amount of material, timing of mastery, modalities of evidence)
Allow for oral response on tests and quizzes
Encourage chunking time and material
Allow extra time for testing
Explore alternative assessments (for example, oral or portfolio)
Use of assistive technology (typing)
Consider multiple modes of assessment (projects, presentations, visuals, exit tickets)

Behavioral:

Change seat
Arrange physical space and materials to reduce disruptions
Utilize charts
Post visual schedules
Inform students to changes in routine
Provide a mentor/ peer coach
Provide a set of rewards/ use positive reinforcement
Adjust classroom management
Utilize a positive behavioral support plan
Arrange alternative programs/learning opportunities
Remove distractions
Incorporate stress relief and energizer activities
Utilize frequent Home-School Communication

Instructional:

Provide extended time
Post directions, expectations and assignments
Provide preview and review opportunities
Provide additional opportunities to practice
Encourage peer tutoring
Provide manipulatives
Vary teaching strategies

Provide visual cues
Include transition cues
Provide effective study guides and/or teacher outlines
Outline student work and/or expectations
Create flashcards
Provide reference tools
Break down tasks
Provide alternative due dates for long-term projects
Shorten assignments
Arrange small group instruction
Provide individual help within the classroom
Reduce workload
Make contracts with students
Use graphic organizers, checklists, reference sheets