The Mendon-Upton Regional School District is committed to supporting inclusive education for students. Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals, teachers, and staff in ensuring that all possible efforts are made to meet student needs in general education classrooms. This DCAP intends to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. The DCAP describes accommodations, instructional supports, and strategies that are available in general education.
"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the 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 programming, 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 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

To meet the needs of all MURSD learners

- Provide assistance to general education teachers to help them analyze, assess, and accommodate diverse student learning needs
- Develop a comprehensive program of support services for general education students to help them reach their academic potential
- Address the needs of students whose social, behavioral, and emotional needs may interfere with learning
- Create and foster an educational community including all stakeholders
- Encourage parental involvement in their child’s education
- Identify district resources available to teachers in the area of student support, programs, and professional development
- Establish a list of accommodations that can be expanded upon based on individual needs of the student population
## Mission and Core Values

**Mission**

The Mendon-Upton Regional School District, in partnership with our communities, delivers a progressive educational experience focused on the unique needs of each child, providing them a competitive advantage in the 21st century.

Exemplary teaching and a high quality curriculum equip our students with the skills to create solutions for a rapidly changing, technologically rich, and culturally diverse world.

**Core Values**

Our students’ success results from:

- Collaboration between students, educators, parents, and the community
- Communication of high expectations and shared accountability
- Exemplary teaching and actively engaged learning
- Fostering a safe environment of mutual respect and pride in achievement
- Recruitment, development, and retention of high quality faculty and staff members
- Focus on the future where our students acquire essential skills needed for college and careers
# Section 2

## District and School Programs/Services Offered

### Professional Development
- New teacher orientation
- Mentoring program
- Professional learning workshops
- District-wide professional development days
- Grant funded professional development opportunities
- Peer observations
- Blackstone Valley Consortium and LSDO (Local School District Opportunities) professional development offerings
- Professional learning communities
- Webinars and book studies
- DESE sponsored professional development
- Course reimbursement opportunities
- District webpage of resources

### Social-Emotional
- Counseling
- Social Skills/Lunch Bunch
- College and Careers
- Behavior Management
- Adjustment Counseling
- BRAVES Center (Be Respectful, Accommodating, and Value Every Student)
- Advisory Program
- Peer Leadership
- Peer Mentoring
- Rachel’s Challenge
- Second Step
- KCR Character Program (Kindness, Caring, Respectful)

### Technology
- iPads Accessibility Features (speech-to-text, translations, larger type, subtitles-captioning, increase contrast, note-taking tools)
- Laptops
- Audio-books and online textbooks
- Smartboards
- 1:1 Learning Initiative (5-12)
- Document cameras
- Voice Amplification Systems
- Speech-to-text
- Online or app-based organizational tools (calendars, homework reminders, task managers, camera)
- Individualized and personalized online learning opportunities
- Google Classroom

### Home-School Partnership
- Parent Advisory Council (PAC)
- Parent-Teacher Organization (PTO)
- School Council
- District committees
- Open House
- Parent-Teacher Conferences
- iParent and iStudent portals
- Teacher websites, blogs and Google Classroom
- School blogs, newsletters, emails, social media
- Teacher-Parent communications (ongoing)
- School Committee meetings televised
- Blackboard Connect
- Academic celebrations and performances
- Published curriculum
Special Education Services with IEP (Tier 3)

- Speech Language Therapy
- Occupational Therapy
- Physical Therapy
- STAR (Success Through Alternate Resources)
- Learning Center
- Strategies Lab
- Language-Based Learning Classes
- BRAVES Center
- Specialized Academic Instruction - English, Math, History/Social Studies, Science
- Paraprofessionals - 1:1, small groups, general education inclusion
- Co-teaching
- Transition Program (18-22)
- Supplemental Reading Support

Academics

- Title I Support
- Academic Tutoring
- Inclusion
- RTI (Response to Intervention)
- Flexible Groupings
- EPP (Educational Proficiency Plan)
- Child Study
- Peer Tutoring (NHS)
- Instructional Support
- MCAS Tutoring
- English Language Education
- Co-teaching
## Section 3
### Response to Intervention (RTI) Model

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Provide high quality experiences to meet the needs of all students</td>
<td>Provide students additional supports and opportunities to acquire knowledge and skills within small groups</td>
<td>Provide students more intensive and individualized interventions</td>
</tr>
<tr>
<td><strong>Target Group</strong></td>
<td>All students</td>
<td>Some students</td>
<td>Few students</td>
</tr>
<tr>
<td></td>
<td>All students do basically the same assignments, except some receive additional support or reinforcement. (minimal accommodations)</td>
<td>Some students do reduced or similar assignments, but at a less frustrating level. (accommodations and modifications)</td>
<td>Students do a smaller part of the general curriculum. (significant accommodations and modifications)</td>
</tr>
<tr>
<td></td>
<td>All students learn the same basic content, except with changes in how it is learned or tested. (complex accommodations)</td>
<td>Students do a smaller part of the general curriculum. (significant accommodations)</td>
<td>Students do alternative activities relating to the general curriculum. (significant accommodations and modifications)</td>
</tr>
<tr>
<td></td>
<td>No changes in grading criteria. It is the same for all students.</td>
<td>Grading criteria may vary slightly.</td>
<td>Grading criteria based on individual goals and class participation.</td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
<td>Universal screenings (SMI, SRI, DIBELS, etc. three times each year - fall, winter, spring), MCAS scores</td>
<td>Progress monitoring to assess growth and learning for these students</td>
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</tr>
<tr>
<td><strong>Response</strong></td>
<td>Effective core curriculum and intentional teaching</td>
<td>Explicit interventions and embedded learning activities</td>
<td>Individualized scaffolding strategies</td>
</tr>
<tr>
<td><strong>Collaborative Problem Solving</strong></td>
<td>The team uses screening results to determine which students need additional supports.</td>
<td>The team uses screening results and diagnostic tools to determine the level of need for Tier 2 interventions.</td>
<td>The team uses progress monitoring results to determine if interventions are effective and adjustments are needed.</td>
</tr>
<tr>
<td><strong>Service Providers</strong></td>
<td>Classroom Teachers</td>
<td>Classroom Teachers</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Academic Tutors</td>
<td>Academic Tutors</td>
<td>Special Education Teachers</td>
</tr>
<tr>
<td></td>
<td>Guidance Counselor</td>
<td>Guidance Counselor</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapist</td>
<td>Occupational Therapist</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td></td>
<td>Physical Therapist</td>
<td>Physical Therapist</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td></td>
<td>Speech-Language Pathologist</td>
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</tr>
<tr>
<td></td>
<td>Adjustment Counselor</td>
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<td>Adjustment Counselor</td>
</tr>
<tr>
<td></td>
<td>BRAVES Center</td>
<td>BRAVES Center</td>
<td>BRAVES Center</td>
</tr>
</tbody>
</table>
Section 4
General Accommodations

Presentation of Material

- Break assignment into segments of shorter tasks
- Use concrete examples of concepts before teaching the abstract
- Relate information to the student’s experiential base
- Reduce the number of concepts presented at one time
- Provide an overview of the lesson before beginning
- Monitor the student’s comprehension of vocabulary used during instruction
- Schedule frequent short conferences with the student to check for comprehension
- Highlight important concepts to be learned in text of material
- Monitor the rate at which material is presented
- Give additional presentation by varying the methods using repetition, simpler explanations, more examples, and modeling

- Require verbal responses to indicate comprehension
- Give frequent reminders of homework and examples for homework assignments
- Provide clear, concise directions and concrete
- Check assignment sheet for accuracy
- Assign tasks at an appropriate reading level
- Allow for the oral administration of tests

Environment

- Seat student in an area free of distractions
- Use preferential or advantageous seating
- Help keep student’s work area free of unnecessary materials
- Use checklists to help the student get organized
- Frequently check the organization of the student’s notebook
- Check the assignment book for accuracy
- Provide opportunities for movement
- Use of voice amplification system
- Provide seating options (sensory input, back supports)

Time Demands

- Increase time allowed for completion of assessments or assignments
- Reduce the amount of work or length of assessments
- Prioritize assignments and/or steps to completing assignments for the student
- Integrate short work periods with breaks or change of tasks (chunking)
- Consistently follow a specific routine
- Alternate quiet and active tasks
- Set time limits for specific task completion
- Monitor and encourage effective use of time with cueing
Materials

Visual Motor Integration and Written Expression
- Reduce the amount of copying from text and board
- Allow student to use cursive, printing, or typing
- Set realistic and mutually agreed upon expectations for neatness
- Allow student to type, record, or give answers orally instead of writing
- Limit tasks focusing on speed and accuracy
- Provide copies of notes
- Accept key word responses instead of complete sentences

Visual Processing
- Highlight information to be learned
- Keep written assignments and workspace free from extraneous and/or irrelevant distractors
- Provide clear and well-defined assignments
- Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning
- Avoid having student copy from the board
- Have student verbalize instructions before beginning task
- Avoid crowded, cluttered assignments by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut into sections) folding (fold into sections), and highlighting, color-coding, or underlining
- Allow low vision aids and/or large print materials
## Organization
- Provide an established daily routine
- Provide clear rules and consistently enforce them
- Create contract with student and use rewards for completion of contract
- Check student’s notebook to ensure the use of dividers, assignment sheet, and calendar
- Provide due date on written assignments
- Monitor student’s use of assignment book
- Provide a specific place for turning in completed assignments
- Collaborate with parents
- Create checklists and rubrics for student

## Language Processing
- Provide written directions to supplement verbal directions
- Decrease rate of presentations
- Paraphrase information
- Keep statements short and to the point
- Avoid use of abstract language such as metaphors, idioms, and puns
- Keep sentence structures simple
- Encourage feedback from student to check for understanding
- Familiarize student with new vocabulary before beginning the lesson
- Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- Establish student’s attention before expressing key points
- Utilize visual aids such as charts and graphs
- Utilize manipulatives and hands-on activities whenever possible
- Demonstrate how new materials relate to previously learned information
- Cue students by calling their names before asking questions

## Use of Groups and Peers
- Utilize cooperative learning strategies when appropriate
- Assign a peer helper to check understanding of directions
- Assign a peer helper to read important directions and essential information
- Assign a peer tutor to record material dictated by the student

## Helping Focus Attention
- Establish relevance and purpose for learning by relating to previous experiences
- Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for correct answers
- Seat student close to teacher
- Make a positive personal comment when student shows interest
- Frequent checks for assignment progress/completion
- Give advance warning of transitions
- Use physical proximity to help student refocus

## Assisting the Reluctant Starter
- Give a personal cue to begin work
- Give work in smaller units
- Provide immediate reinforcers and feedback
- Introduce the assignment in sequential steps
- Check student for understanding of instructions
- Check on progress often in the first few minutes of work
- Provide time suggestions for each task
- Provide a checklist for long detailed tasks
Social/Emotional/Behavioral Accommodations

- Provide clear and concise classroom expectations and consequences
- Consistently reinforce rules
- Provide student with alternatives and choices
- Collaborate with the student to solve problems
- Develop a visual or signal with the student to alert the teacher of social/emotional stress or need of a break
- Set up easily attainable personalized social interaction expectations so that the student can achieve social success
- Each day be sure students have at least one task they can complete successfully and receive positive reinforcement for their accomplishment
- Allow time for the student to keep a journal to record anxiety-producing thoughts which can be shared with a trusted adult
- Allow access to a calming area
- Provide time for relaxation techniques for all students
- Reduce amount of an assignment (quality over quantity) if the student is overwhelmed
- Provide opportunities for student to assume leadership roles
- Provide opportunities for the student to self-select an activity to pursue independently
- Use of self-regulation tools such as: scale/chart, emotional thermometer, Zones of Regulation, segmented clock, timers, mobile device
- Designate a “cooling off” location within the classroom
- Assign activities that require some movement
- Use praise generously
- Ignore attention-getting behavior for a short time
- Avoid criticizing the student
- Communicate frequently with parents
- Monitor levels of tolerance and be mindful of signs of frustration
- Speak privately to student about inappropriate behavior without the audience of peers
- Use of behavior cue cards, graphic organizers, social stories, role-playing
- Determine the student’s understanding of the situation
- Behavioral modification-charts, contracts, checklists, plans, incentives
- Use visual/auditory reminders of behavioral expectations
Assessment Accommodations

Assessment Prior

- Teach test-taking skills
- Administer practice activities, review sheets, and study guide

Assistance During

- Assist the student in tracking test items
- Read questions and content to student
- Read directions to student
- Underline verbs in the test directions
- Have student reread and restate directions in his/her own words
- Encourage student to stay on task
- Allow students to read assessments aloud

Setting

- Provide distraction-free space or an alternative location for the student (study carrel, front of classroom)
- Allow frequent breaks during testing
- Assess smaller units of the curriculum over multiple days
- Provide additional time

Assessment Format

- Provide students a variety of methods, or test formats to demonstrate what is known (digital, oral, explanation, presentation, role-play, portfolio, poster presentation, etc.)
- Allow student access to reference sheets, graphic organizers, rubrics when completing assessments
- Change presentation format of written material (increase spacing between lines, reduce number of items per page, print one complete sentence per line)
- Allow for student to type out answers
- Highlight key directions

After Assessment

- Allow retest or second attempt
- Give some credit for partial completion
Section 5
Content-Specific Accommodations

Reading
(In all subject areas)

- Partner students for read aloud
- Provide a note-taking format before beginning reading to guide comprehension
- Highlight key words and concepts
- Reduce the amount of reading required (student reads summary three times while the class reads the entire chapter)
- Provide vocabulary lists with user-friendly definitions
- Supply anticipation guides
- Substitute one-page summaries or study guides that identify key terms and ideas instead of the whole reading assignment
- Put main ideas on note cards and help students organize them
- Use bookmarks and trackers to help keep place
- Provide audio-books, videotapes, etc. and/or use read-aloud feature on e-text
- For elementary students: large print text and/or add images that illustrate content
- For middle/high school students: online books, electronic books, text readers, electronic dictionary

Speaking and Listening
(In all subject areas)

- Provide peer/adult support
- Allow use of a checklist or notes
- Integrate a speaking and listening rubric
- Clarify expectations
- Provide alternative audiences
- Provide check-ins for comprehension
- Model speaking and listening expectations
- Offer a note-taking guide for listening
- Use online books with text-to-speech functionality
- Provide a summary preview
- Utilize audio and video recording device to promote self-reflection
- Allow opportunities to practice before formal presentation
Writing
(In all subject areas)

- Give student-specific instructions - gradually decrease structure as confidence builds
- Allow student to use ideas from a word/idea bank
- Allow student to write about segments of the same topic for several days
- After topic has been chosen, assist student with developing a visual outline/graphic organizer
- Keep visuals available to help generate ideas
- Gradually increase daily writing expectations to build stamina
- Allow lists and simple sentences - help student to gradually become more complex
- Provide a clearly written topic sentence and an informal outline or sentence starters to get the student started on a paragraph or essay
- Integrate a writing rubric to clarify expectations and for self-reflection usage
- Avoid corrections in the mechanical aspects in the early stages of writing - concentrate on idea development
- Teach and require the use of graphic organizers/outlines/mapping skills to help students learn to visualize the parts of the paragraph/essay/story
- Teach the importance of beginning, middle, and end of stories
- Provide transition word exemplars (Example: first, next, then, in conclusion...)
- Allow use of checklist for proofreading
- Allow the use of a computer or word processor
- Value quality over quantity - look for a well-written paragraph instead of a longer story of unclear sentences and very weak spelling
- Allow fill-in-the-blank forms for the beginning stages of report writing
- Share writing exemplars
- Allow reduced sources and modified format when writing research papers
- Use speech-to-text software for scribing
**Science**

- Provide manipulatives
- Use of calculator for problem solving
- Use of science formula reference sheet
- Incorporate hands-on and lab activities
- Flashcards for vocabulary

- Pre-teach by identifying key words, phrases or images from the text and guide students in grouping them and making predictions about relationships and content
- Teach students to break down scientific terms into component parts for deeper understanding
- Provide graphic organizers and study guides
- Use categorizing graphic organizer to clarify differences between details of related subtopics
- Incorporate visual models

- Use sequencing graphic organizers to clarify discrete steps in a process
- Provide fill in the blank notes
- Provide page numbers to locate answers
- Keep questions in the order of reading material
- Allow students to highlight or underline answers

- Provide leveled nonfiction texts to meet challenge levels of different students
- Teach students to label and illustrate key components of complex scientific processes
- Provide random listing of process steps for students to order sequentially
- Use visual thinking strategies to develop students’ skills of observation, communication and inference

**Mathematics**

- Allow use of math facts table
- Allow use of math reference sheet
- Provide manipulatives
- Provide visuals and graphics
- Allow use of calculator
- Group similar problems
- Use multi-modal problem-solving strategies (Examples: draw a picture, make a list, work backwards)
- Read word problems aloud to students
- Highlight signal words and number of question marks in word problems to identify number of responses required
- Break word problems into steps
- Teach math vocabulary separately
- Use math word walls with vocabulary and visuals
- Take turns - you do a problem, then student does a problem
- Utilize think-alouds to model problem-solving strategies
- Provide student with an easy to read dictionary of required math terms
- Teach students to highlight each operation in mixed-operation worksheets
- Put boxes around each problem to visually separate them
- Turn lined paper vertically so the student has ready made columns
Social Studies

- Provide timelines of historic events
- Use cause and effect graphic organizers to structure understanding of a progression of historic events
- Use sequencing graphic organizer to clarify development of historical movements and ideas over time
- Provide labeled maps
- Provide graphic organizers for document, photographic, video and art analysis
- Provide support material to strengthen understanding of primary and secondary source materials: cursive guide, key for time-specific vocabulary, visual dictionary for symbolic imagery, summary of social, economic, religious or other context
- Provide fill in the blank notes
- Identify and teach historical thinking skills explicitly
- Incorporate visual models
- Teach students to read and interpret visual text for cultural and historical meaning through Visual Thinking Strategies
- Use compare and contrast graphic organizers to evaluate content presented in different media
- Clearly define and post the recurring big ideas and historical themes
- Offer note-taking guide when viewing videos
- Provide template to support development of note-taking skills
- Provide leveled nonfiction texts to meet challenge levels of different students and content
- Provide a list of approved, credible Internet sites for research
- Use highlighters to support students as they identify vocabulary words, tone and structures that reveal the author’s point of view and/or purpose
- Use categorizing graphic organizer to support students in understanding key ideas and details
- Encourage students to annotate text for a specific purpose
- Encourage students to decode content specific vocabulary by breaking words into component parts
- Pre-teach by identifying key words, phrases or images from the text