



# Rockland Public Schools

## District Curriculum Accommodation Plan (DCAP)

*THE ROCKLAND PUBLIC SCHOOLS empower students to excel, to lead, and to become dynamic and successful members of our global society. If we ensure that all students have equal access to a cohesive and standards-based curriculum, promote and sustain high-quality instruction, build relationships with our students and community and strengthen communication, and strategically manage resources, then students will be empowered to achieve their maximum potential.*

***Rockland Public Schools' Vision Statement***

## **Why do we have a District Curriculum Accommodation Plan (DCAP)?**

It is the law.

Massachusetts General Laws, 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 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. Mass General Laws, Chapter 71, Section 59C The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, 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, as provided below.*

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## **What does a DCAP ensure?**

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAPs) to help ensure all efforts have been made to meet students' needs in general education.

The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the general classroom;
- Accommodations to meet the needs of the diverse learning styles within a general education class;

- Provision of appropriate services and supports within the general 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 general education staff through professional development and collaboration.

This Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students.

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### **What is in Rockland Public Schools DCAP?**

The Rockland Public Schools DCAP is a comprehensive plan that includes the following components:

- Building-based Response to Intervention/Student Support Teams (SST) that meet on a weekly basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The Team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, District Literacy Coach and Title 1 staff not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Rockland Public Schools provides a mentoring program for all new educators to the district. Year one teachers participate in a one year Induction Program and are assigned a Year 1 Mentor.. Second year teachers continue to work with their mentor to meet the MA DESE Mentoring Requirements documenting 50 hours of additional mentoring beyond the Induction Year. New to the District and Support Personnel are assigned a mentor in their first year in Rockland Public Schools to help them with district forms, policies and procedures.
- Professional Development is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and

behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.

- Ongoing academic support is available at the building level. These opportunities are provided by Title 1, individual grants, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to the classroom and real life situations.

- Staff are able to provide individual accommodations to students on an as needed basis and specific to the content of a situation. This document includes curriculum accommodation for elementary, middle and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs. The DCAP is intended to address various strategies at each level including:

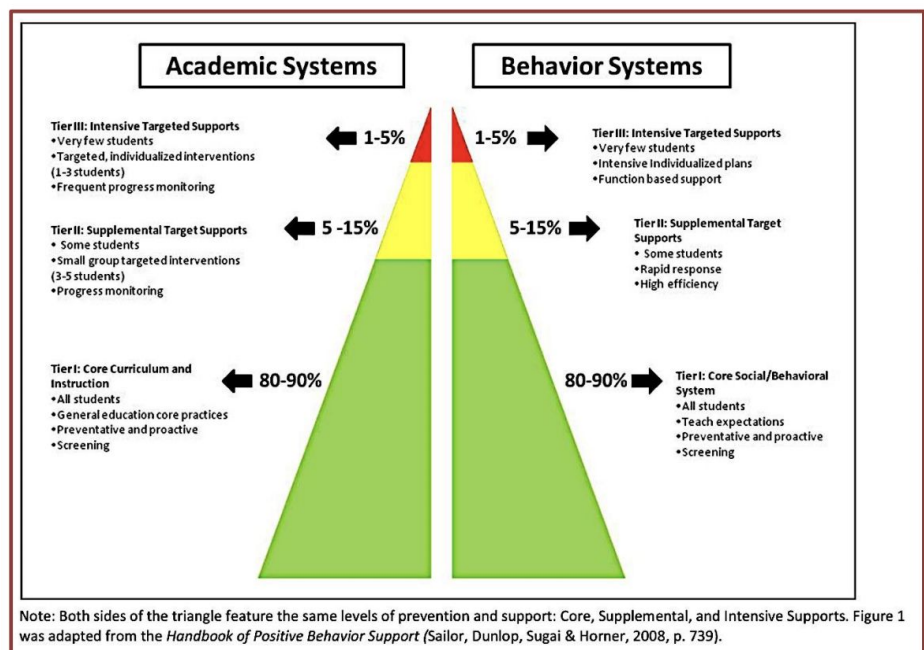
- Accommodations to address various students' learning needs, including students who are identified as English Language Learners, at risk, Title 1, special education, gifted and talented and those requiring behavioral supports.

- Support services that are available to students through the general education programs, including services to address the needs of students whose behavior may interfere with learning.

- Direct and systematic reading instruction for all students.

## What is RTI?

Response to Intervention is a three-tiered system of instruction for all students in which there is a greater level of intervention provided.



## **Resources, Structures and Support Services for all Rockland Public School Students**

The accommodations listed below may be implemented as needed to support academic achievement for all students in the Rockland Public Schools. These accommodations are general 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 at weekly Student Support Team (SST) meetings and should be considered as integral to effective instruction for all students.

- Multi-modal instruction
  - Differentiated instruction/assignment
  - Peer tutoring, mentoring or study buddy
  - Agenda or student planner supervision/support
  - Alternative assessments
  - Study skills strategies
  - Incentive rewards (non-food)
  - Content area reading strategies
  - Individualized help
  - Small group instruction
  - Preferential seating
  - Social skills support
  - General organizational skills
  - Rubrics - clear expectations
  - Posted visual supports
  - Access to technology for word processing
  - Contract learning
  - Individualized behavior management plans
  - Motor breaks, accommodated seating, proximity, stability balls
  - Frequent/ongoing progress notes for families
  - Backward design
  - Enlarged text
  - Graphic organizers
  - Extended time on tests and assignments
  - Limited number of problems on assignment or test
  - Collaboration/consultation with related service specialists, i.e., counselors, speech/language, school psychologist, occupational therapist, physical therapist, nurse and administrators
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**Rockland High School**  
Resources, Structures and Support Services

The following resources, structures and support services have been designed to meet the diverse learning needs of students specifically at Rockland High School.

Additionally, the building based leadership and Student Support Team (SST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

- 1:1 Teacher support (lunch, during free blocks, after school, Saturday School)
  - Tutoring (provided by National Honor Society students)
  - Small group instruction
  - Computer assisted instruction
  - Targeted support of organizational skills - guidance department
  - Computer/online applications for organization (i.e., x2 Aspen) (grade and homework updates and reminders)
  - Variety of options for accomplishing work and assessment
  - Saturday School - make-up and extra help available in library at RHS approximately 2x per month
  - After School Support Program-make-up and extra help available in library at RHS Monday thru Thursday until 4:15PM with Academic Specialists
  - Credit Recovery-opportunities for students to redeem lost credit and further their learning
  - Different choices for evidencing knowledge
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**Rogers Middle School**  
Resources, Structures and Support Services

The following resources, structures and support services have been designed to meet the diverse learning needs of students specifically at Rogers Middle School.

Additionally, the team structure provides a systematic and collaborative approach to identifying and addressing individual student needs. The Learning Assistance Team (LAT) provides problem solving opportunities beyond the team structure.

- Academic support during SSR and after school
  - Additional time to complete assignments
  - Organizational support through guidance or team staff
  - Computer/online applications for organization (i.e., x2 Aspen): grade updates and homework
  - Signed agenda and other methods of communication with families
  - Differentiated instruction and assessment
  - Posted visuals (including homework assignments)
  - Multimodal instruction
  - Different choices for evidencing knowledge
  - Clear expectations for all assignments
  - Formative assessments including iRe899ady
  - Limited number of problems on tests, class work, or homework
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**Rockland Elementary Schools**  
Resources, Structures and Support Services

The following resources, structures and support services have been designed to meet the diverse learning needs of students specifically at Rockland Elementary Schools.

Additionally, the building based Student Support Team (SST) provides a systematic and collaborative approach to identifying and addressing individual student needs.

- Counseling groups
  - Conferencing with families as needed
  - Checklists and specific rubrics for assignments
  - Differentiated homework
  - Differentiated assessments
  - Reduced homework sheets (i.e., fewer spelling words or odd only math problems)
  - Flexible groups for learning
    - Personalized learning supports (Title One Intervention/Lexia/EL Support)
  - Directed support and instruction with formative assessment
    - Benchmark testing three times a year in math and reading with iReady.
  - Additional time or support to organize materials
  - Signed agenda communication with families
  - Check in/Check out system of individual student support
  - Posted visual cues (i.e., all homework posted visually)
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**Rockland Public Schools**  
Additional, referral-based supports

**Title I**

Title I is a general education program provided through a federal grant and funding is subject to change from year to year. Certified teachers and instructional assistants provide the following services as deemed appropriate through the Instructional Support Team process:

- Identification of students at risk
- Support within general classroom setting
- Teacher collaboration for instructional support
- Individual or small group instruction as needed
- Alternative strategies
- Preview and review materials and concepts for math
- Small groupings for assessments with manipulatives available as needed

**Reading programs**

Each of the schools, Elementary through High School, provide directed reading programs as appropriate to improve achievement among students who are having difficulty and determined eligible through progress monitoring and the Instructional Support Team process. Some of the programs implemented are as follows:

- Early intervention assessments through nationally normed reading assessments
- Direct instruction in phonics and/or phonology
- Individual or small group instruction as needed
- Lexia
- LLI (Leveled Literacy Intervention)
- IReady Intervention Lessons
- Foundations

**Math support**

Each of the schools, Elementary through High School, provides math support through targeted experiences, as appropriate, to improve achievement among students who are having difficulty. Decisions for intervention are made through the **Student Support Team process**. Some of the programs are as follows:

- Individual or small group instruction
- Differentiated Math Instruction
- Title 1
- IReady Intervention Lessons

## **Counseling**

Guidance Counselors, school adjustment counselors, and school psychologists are available as needed to provide direct support and intervention as well as serve as a resource for teachers and families. Access to outside service providers is available as needed.

## **In summary**

The DCAP is the framework for problem solving at the building level for individual students with diverse learning needs. Review of the DCAP is an ongoing collaborative effort by the Assistant Superintendent of Curriculum and Instruction, the Director of Student Services, the Principals, and School Councils of the Rockland Public Schools. Final approval of the District Curriculum Accommodation Plan lies with the Superintendent of Schools.

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