

Mohawk Trail and Hawlemont Regional School Districts

District Accommodation Plan

What is a District Accommodation Plan?

Massachusetts General laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet students' 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. By describing in a document the accommodations, instructional support and strategies that are available in general education and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools.

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.”

The Mohawk Trail and Hawlemont Regional School Districts DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing and accommodating diverse learners
- To increase, through the DCAP's articulation, support services and instructional delivery options available within general education settings
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching.

The Mohawk Trail and Hawlemont Regional School Districts believe and expect that all students can learn. The following statements represent this belief system:

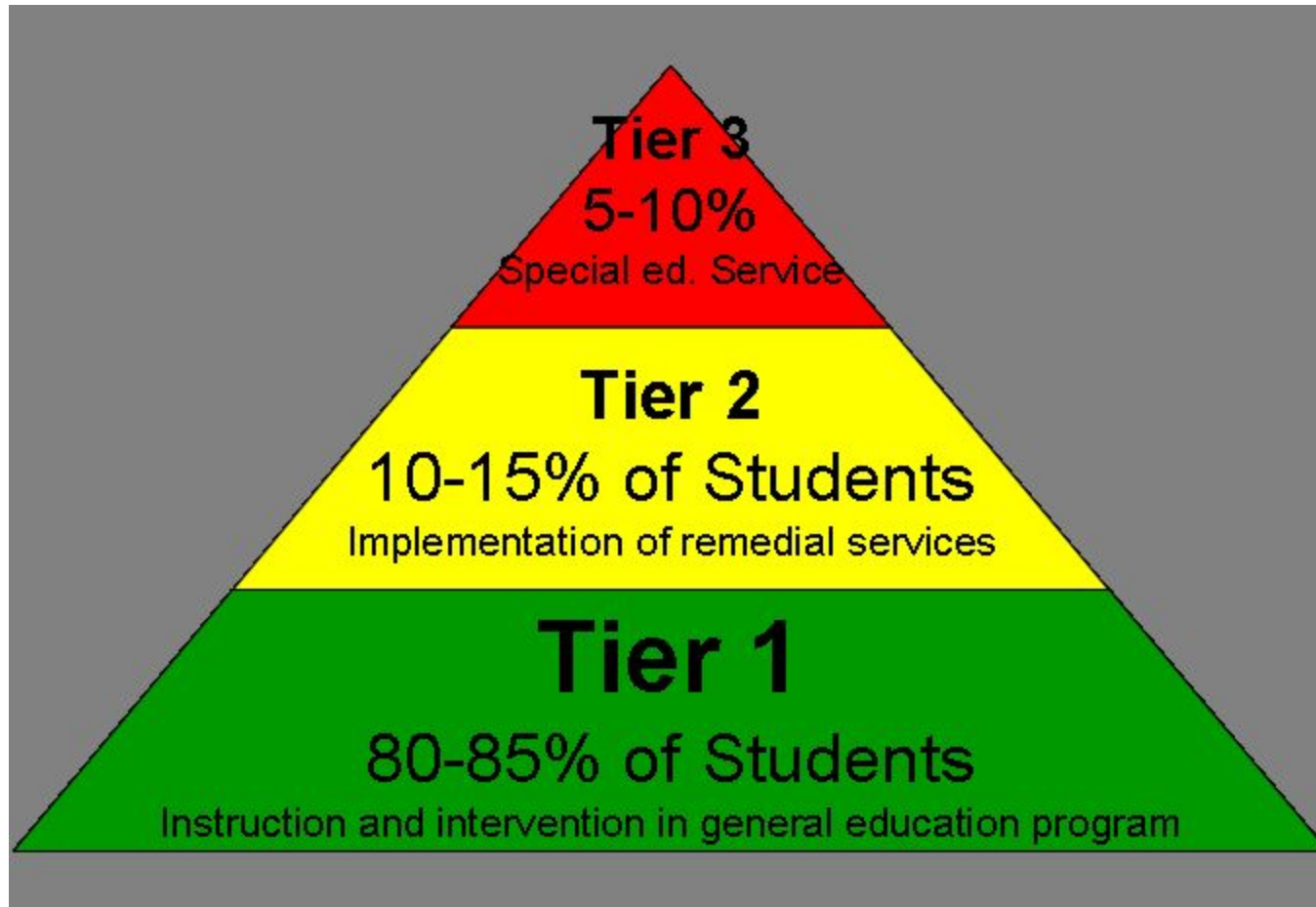
- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development
- Students differ in their ability to work and study independently
- At various times, students experience different reactions and responses to curriculum and instructional task demands
- Students require different amounts of supervision and instruction

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners. The DCAP includes a flowchart describing this support for struggling learners and how teachers can identify resources to support the learner.

Please note: The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for special education evaluation. However, if a referral for special education evaluation has been made and the district has asked for and received parental consent to evaluate, the evaluation information from any instructional support program should be made available to the Special Education Team to consider when determining if the student is eligible for special education

Tiered Instruction

The schools in the Mohawk Trail and Hawlemont Regional School Districts, strive to deliver instruction through flexible tiers which provide students with increasing levels of support that match their specific needs. Data from universal screenings, continuous progress-monitoring, and formative assessments are used to make instructional decisions throughout the tiered process.



Tier 1 represents the core curriculum and instruction provided to all students. All students receive academic instruction and behavioral supports that include differentiation and extension activities. Eighty to eighty-five percent of the total student population learn key concepts, content and skills through instruction in this tier. Each school offers a high-quality core curriculum and instruction program that is effective, engaging, and developmentally appropriate. Administrators, grade-level teams, and teachers within this environment work to ensure that they are teaching a core curriculum that is designed using state frameworks and that is vertically aligned through the grades. Teachers work to ensure that classroom instruction is differentiated to serve the needs of all students and that a method is used for assessing the effectiveness of the core curriculum on a routine basis. School personnel are skilled at providing large and small group differentiated instruction aligned with individual students' developmental levels and learning needs. Since reading is critical to building knowledge across content areas, responsibility for students' literacy development must be shared within schools. While teachers of English language arts hold a special role in literacy development, teachers in other areas have an important role in literacy development as well. In a tiered model, all teachers are responsible for using their content area expertise to help students meet the challenges of reading, writing, speaking, and listening in their respective disciplines.

In the tiered model, universal screening procedures and data collection systems are used to identify, as early as possible, those students needing additional support in mastering key academic and behavioral concepts and skills. Once students are identified as being at risk of not meeting grade-level expectations, they are provided targeted, short-term interventions. This quick response will allow students to learn the essential skills all successful learners must acquire to be able to access the core curriculum.

Tier 2 provides students with research-based interventions through targeted small group work or extra instructional time. These interventions enhance, support, and provide access to the core curriculum and are provided in addition to the core instruction. Ten to fifteen percent of the total student population receive instruction through supplemental interventions in this tier.

Tier 3 provides intensive interventions to students who are at substantial risk of not meeting grade-level expectations. These students are identified through universal screening, progress-monitoring, and assessment data.

Adapted from The Massachusetts System of Tiered Instruction guidance document <http://www.doe.mass.edu/sped/docs.html>

Mohawk Trail and Hawlemont Regional School Districts
District Curriculum Accommodation Plan. “

Strategies	Description
<p>Assistance to general education classroom teachers to help them analyze and accommodate various students learning needs and to manage student behavior</p>	<p>Professional development and classroom-based support for teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PK-12 Curriculum Director, Mentor teachers <input type="checkbox"/> PLC's in each building convene regularly to provide instructional and behavioral intervention suggestions to one another. <input type="checkbox"/> Teams meet daily to discuss student needs and behavioral and instructional strategies. <input type="checkbox"/> Consultation to classroom teachers from support personal <input type="checkbox"/> IT available to provide resources for curriculum and instruction and collaborate with classroom teachers around instructional technology. <input type="checkbox"/> Guidance and counseling staff provide consultation to staff <input type="checkbox"/> Faculty meetings, PLC's <input type="checkbox"/> New teacher mentor program. <input type="checkbox"/> SEL Elementary Team to support implementation of Social Emotional Learning across the day and curriculum. <input type="checkbox"/> Child Study Teams

Strategies	Description
<p>Support services that are available to students through the general education, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Preschool and Elementary Support Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Emotional Learning programs in general education: <ul style="list-style-type: none"> ● Responsive Classroom routines and structures ● 2nd Step (PK-6) skill instruction to develop appropriate interpersonal skills, conflict resolution, and resiliency ● Zones of Regulation instruction to help develop and support self-regulation skills (Colrain) ● Positive Behavioral Interventions and Supports to provide schoolwide structures of expectations and consistent responding to student behavior (BSE) <input type="checkbox"/> Reading and Math interventionist work with individuals and small group based on data collection several times a year <input type="checkbox"/> Data collection by teachers three times a year, and data meetings to analyze the data with the team <input type="checkbox"/> Kindergarten assessment at the beginning of each school year <input type="checkbox"/> Title I <input type="checkbox"/> Behavioral support available through school counselors <input type="checkbox"/> Motor groups for all PK students <input type="checkbox"/> Tiered system of supports for Speech and Language <input type="checkbox"/> ELL support <input type="checkbox"/> SEI endorsed Teachers and Administrators <p>Middle School Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily advisory period with a small group of students and one teacher. <input type="checkbox"/> Guidance counselor-individual or small group <input type="checkbox"/> Academic Success block (MELO) for academic support services <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Break for all students <input type="checkbox"/> ELL Services <input type="checkbox"/> SEI endorsed teachers and administrators <p>High School Support services</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELO (Extended Learning Opportunity) <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Guidance Counselor-individual and small group

	<ul style="list-style-type: none"> <input type="checkbox"/> ELL Services <input type="checkbox"/> MCAS Tutoring
--	---

Strategies	Description
<p>Professional Development opportunities provided to increase instructional skills for all teachers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Early release most Wednesdays for structured PD <input type="checkbox"/> Math Coach <input type="checkbox"/> Reading Specialist <input type="checkbox"/> PLC Structure <input type="checkbox"/> Grade Levels for Elementary Teachers <input type="checkbox"/> Unit A reimbursed for 80% of state education program <input type="checkbox"/> Teacher reimbursement for workshops <input type="checkbox"/> Service Learning Coach/Coordinator (Colrain) <input type="checkbox"/> Co-teaching PD for Middle/High School <input type="checkbox"/> Daily Assessment in the Classroom PD for Middle/High School

Strategies	Description
<p>Direct Instruction</p>	<p>Elementary</p> <ul style="list-style-type: none"> ❑ Daily literacy block where teachers provide direct instruction in reading and writing. ❑ Each elementary student has at least one hour of direct math instruction block ❑ Foundations K-3 ❑ Reading Specialists assist classroom teachers with the implementation of literacy assessment and programming ❑ Grades K-6 Teachers administer BAS and DIBELS ❑ Math assessment via AVMR ❑ Title I ❑ PBL: Project Based Learning integrated into curriculum ❑ Service Learning (Colrain) <p>Middle School/High School</p> <ul style="list-style-type: none"> ❑ Arts Integration ❑ Additional blocks of support time built in daily for students as needed in core subject areas ❑ Daily STEM course for grades 7/8 ❑ Co-teaching model partners Special Education teachers with content teachers to deliver direct instruction. This will occur in all content areas.

Strategies	Description
Teacher Mentoring and Collaboration	<ul style="list-style-type: none"> ❑ All new teachers are provided a qualified mentor who has completed the Mohawk trail district Mentor Training program ❑ New teachers attend a one day orientation prior to the start of the year ❑ Mentor teachers ❑ Grade level meetings occur four times a year under the direction of the Curriculum Director ❑ District level specialist Meetings ❑ Instructional Leadership Team meets bi-weekly to address the instructional needs/PD of the middle/high school ❑ Consult Time for teachers with specialists and as requested ❑ Bi-Monthly District Leadership Meetings (Superintendent, Building Principals, and Directors) ❑ Middle School Teams meet 2x a week to discuss student needs and to collaborate on interdisciplinary projects ❑ High School co-teaching pairs have common planning time to collaborate on the design of lessons and activities to support diverse learning communities

Strategies	Description
Review of local curriculum in relation to state learning Standards	<ul style="list-style-type: none"><li data-bbox="1108 386 1885 508">❑ PK-12 Curriculum Coordinator assists principals and teachers with curriculum and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modification, curriculum resource acquisition and allocation<li data-bbox="1108 513 1751 540">❑ Elementary Data Meetings to support interventions<li data-bbox="1108 545 1877 605">❑ Each year's MCAS results are analyzed and compared to the previous years results.<li data-bbox="1108 610 1885 670">❑ Curriculum aligned to state standards:units are monitored and updated regularly.<li data-bbox="1108 675 1885 735">❑ Performance patterns in MCAS results are identified, including strengths and weaknesses

Strategies	Description
Staffing or Consultation on academic and behavioral issues	<ul style="list-style-type: none"> <li data-bbox="1108 386 1892 475">❑ Each school has at least one counselor and nurse on staff who can support students, families and staff with external referrals and support within the school day. <li data-bbox="1108 483 1892 605">❑ Occupational, Speech Therapist, Special education teacher, Physical Therapist, school psychologist, BCBA (board certified Behavioral Analyst) provide teacher consultation, classroom observation of students and informal screening for students. <li data-bbox="1108 613 1892 768">❑ School Psychologist, guidance counselors, adjustment counselors are specialists in behavioral observation, consultation, FBA (functional Behavioral Assessment) and program development and can provide support to classroom teachers, and specialist teachers as needed. <li data-bbox="1108 776 1892 865">❑ Principals and Director of Pupil Services provide consultation to teachers regarding students struggling with academic, social, emotional and behavioral issues. <li data-bbox="1108 873 1892 963">❑ Each building has a trained team of teachers who can safely de-escalate student behavior and if necessary, restrain a student. <li data-bbox="1108 971 1892 1027">❑ Each building has a crisis team that is assembled at the time of a school or community crisis. <li data-bbox="1108 1036 1892 1060">❑ Middle/High School has staff trained in restorative practices

Strategies	Description
<p>Communication with parents and opportunities for parent involvement in the schools</p>	<p>District supports a strong social media presence for regular updates of student activities and news</p> <ul style="list-style-type: none"> Elementary <input type="checkbox"/> Report Cards are issued two times a year <input type="checkbox"/> Parent conferences twice a year. <input type="checkbox"/> Home-School Communications as requested and needed <input type="checkbox"/> Weekly communication home for all students <input type="checkbox"/> Active PTP's that support student activities and parent engagement <input type="checkbox"/> LEC <input type="checkbox"/> Facebook and other social media presence to disseminate information <input type="checkbox"/> Open houses at each elementary school in the fall Middle/High School <input type="checkbox"/> Computer Based System (Aspen) provides parents and students with password access to grades and assignments. <input type="checkbox"/> Guidance Office produces a newsletter addressing current information for each grade level. <input type="checkbox"/> Open Houses are held in the fall and spring <input type="checkbox"/> Teachers available for parent meeting as requested <input type="checkbox"/> Monthly information is shared with middle and high school students. <input type="checkbox"/> Local Education Council meets monthly