

The Public Schools of Northborough and Southborough
District Curriculum Accommodation Plan (DCAP)
2016-2017

The Public Schools of Northborough and Southborough's intent of its District Curriculum Accommodation Plan (DCAP) is to provide guidance for principals and educators to ensure that all students in general education classes are provided with the tools and strategies to be successful.

The District's focus is to create learning environments where students receive a variety of identified supports and accommodations in order to find optimal success. The interventions may include, but are not limited to, adjustments in curriculum, teaching strategies, support services, teaching materials, and the use of various assessments where students have an opportunity to demonstrate learning.

The Public Schools of Northborough and Southborough's DCAP includes the following components:

- Instructional Support Teams convene on a consistent basis and provide teachers with the opportunity to collaborate to identify accommodations and interventions that meet the needs of students. Parents/guardians are an important part of this process and establishing home/school connections is a strategy that is often implemented.
- Specialists assist students who need extra support. Working in partnership specialists and educators collaborate to develop plans to address students' needs, for example, the Elementary Mathematics Coordinator may work with selected students and also model effective math lessons for teachers to use with their classes.
- The District provides a mentoring program for all first-year educators. Year one staff participate in a year-long Induction Program, as well as participate in a two-year mentoring program.
- The District's Professional Development provides staff with opportunities to participate in partnerships, workshops, and regional and statewide conferences.
- Ongoing academic support is available at the building level. These opportunities are provided by Title 1, specialists, and teachers.

• Staff provides individual accommodations to students on an as-needed basis. Below is a list of suggestions for accommodations regarding students' academic, social, and behavioral needs. In no way does the list limit the accommodations that staff may choose to implement in order to meet a student's needs.

- Differentiated instruction/assignment
- Peer tutoring, mentoring or study buddy
- Agenda or student planner supervision/support
- Alternative assessments
- Study skills strategies
- Incentive rewards
- 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
- Timers and tokens
- Backward design
- Enlarged text
- Graphic organizers
- Extended time on tests
- Limited number of problems on assignment or test
- Collaboration/with related service specialists, i.e., counselors, speech/language, school psychologist, occupational therapist, physical therapist, nurse and administrators

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

English Language Arts Support

Each of the schools provides directed reading programs as appropriate to improve achievement among students who are having difficulty and determined eligible through the Instructional Support Team process. Some of the programs implemented are as follows:

- Early intervention assessments (BAS)
- Direct instruction in phonics and phonology
- Individual or small group instruction as needed
- Core reading/language arts

Math Support

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

- Individual or small group instruction
- Core math classes
- Math Topics

Social and Emotional Support

Guidance Counselors, school adjustment counselors, behavioral specialists, and school psychologists are available, as needed, to provide direct support and intervention as well as serve as resources for teachers and parents/guardians.

Parent/Guardian Conferences

Teachers are available for parent conferences, as needed, to provide open dialogue and support for student's success.

Review of the DCAP is an ongoing collaborative effort by the Superintendent, Assistant Superintendent, the Director of Student Services and Pupil Personnel, Principals, Educators, and School Councils of The Public Schools of Northborough and Southborough.