Millbury Public Schools

District Curriculum Accommodation Plan

A Resource Guide for Teachers, Principals, Student Support Services Personnel, Instructional Assistants, and Parents to Meet the Needs of All Learners

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I.   Core Values for the Millbury Public Schools

As a School Community, We Believe:
- Purposeful collaboration between students, parents, faculty, and staff promotes student engagement, wellbeing, success, and achievement;
- Students learn best in a safe, supportive, and equitable learning environment;
- Academics should be authentic, rigorous, and promote self-directed learning and collaboration;
- Our students must think independently, respect individuality, and act with integrity in the global community to become productive citizens;
- We are all learners, we are all educators.

II. What is a District Curriculum Accommodation Plan (DCAP)?

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 any school.. By describing in a document the accommodations, instructional supports 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.

The Purpose of the DCAP

The DCAP provides a framework for each school to establish a process to ensure all efforts have been made to meet students' needs in regular education by supporting the needs of all learners. It provides an accounting of resources and accommodations available to students and classroom teachers.

The District Curriculum Accommodation Plan guides the general education program to:
- ➢ Assist general education teachers in analyzing, assessing, and accommodating diverse learners within the regular classroom;
- ➢ Identify accommodations to meet needs of the diverse learning styles within a regular education class;
- ➢ Provision of appropriate services and support within the regular education classroom;
- ➢ Offer intervention and services to address the needs of children whose social, behavioral, and emotional needs may interfere with learning;
- ➢ Encourage parents/guardians to be involved in their children's education;
- ➢ Encourage teacher mentoring and collaboration;
- ➢ Provide assistance to teachers and staff in the areas of student support, mentoring, professional development, and coaching

This District Curriculum Accommodation Plan details procedures, programs, and supports plans already available and implemented with the individual schools of the Millbury Public Schools. Principals, in

consultation with faculty and school council members will formulate building specific Curriculum Accommodation Plans at each school building.

Please note: "The law requires that no instructional support program or any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then 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." (Excerpted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

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."

Massachusetts General Laws, Chapter 71, Section 59C—Amended Language School Councils and District Accommodation Plan:

"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 38Q 1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan."

The District recognizes that:
- 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 the DCAP was designed. It provides and accounting of resources and accommodations available to all students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners.

Parent/Guardian Involvement

The Millbury Public Schools encourage and foster parent/guardian involvement in their child's education. Some of the ways this is done are:
- Home/School communication through the Principal and classroom newsletters
- Classroom/school websites and applications to post school communication
- Social Media (MPS Facebook Page, Twitter)
- Online parent portal
- Parents as members of the School Council
- Working collaboratively with Parents and Booster Clubs, English Learner Parent Advisory Council (ELPAC), and Special Education Parent Advisory Council (SEPAC) sponsored events
- Yearly open house and parent conferences
- Participation in curriculum nights, field trips, seasonal celebrations, and special events
- Parent volunteer programs
- Progress reports and report cards
- Televised School Committee meetings
- Parent/Guardian surveys

III.   Data Based Decision Making

A variety of data sources are used in the District to analyze students' learning needs, including, but not limited to:
- MCAS
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Fountas and Pinnell Benchmark Assessment System
- ACCESS for ELs
- Youth risk behavior survey
- Panorama Survey
- Classroom and subject specific assessments

The Millbury Public Schools has aligned their curriculum to the MA Common Core standards, and review and update it on an ongoing basis. Based on the data, teachers analyze each student's strengths and weaknesses, and the supports they will need to progress effectively in the general education classroom.

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenge. Together they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individual needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

IV.   Support for English Learner Students

The Millbury Public Schools are fortunate to have students from a variety of cultural and linguistic backgrounds in our schools. Our EL students not only are learning to read, write, and speak English, but they also speak Arabic, Portuguese, Chinese, Vietnamese, Spanish or other languages.

To ensure that English Learners acquire proficiency in English as rapidly and effectively as possible, and within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students, EL students have all the supports available to every student, as well as:

- English proficiency testing upon enrollment
- ACCESS for ELs annual testing
- Classroom teachers trained in Sheltered English Immersion (SEI) strategies
- Support for classroom work
- English Language Development from a certified English as a Second Language (ESL) teacher
- Monitoring for an additional four years after reaching proficiency

V.   Personnel and Support Services Available to All Students:

Services	Staff Member	Assistance with:
Coordination and Supervision	School administration	- What sources are available within the school? - Support of staff as the implement student services - Consultation to parents/guardians - Assists in development, revisions, & evaluation of the curriculum - Develops standards of conduct
Counseling Services	School Psychologists (All schools) School Social Worker/School Adjustment Counselor (MJSHS) Guidance Counselors (All schools)	- School related mental health issues - Social Skills training - Stress management and mindfulness - Consultations with parent, student, and outside therapists
School Safety	District Safety Committee Building-based Crisis/Safety Teams School Administration School Resource Officer (SRO)	- Consults with teachers and staff to support and monitor safety of all - Supports District Safety Plan

		● Provides proactive interventions with at-risk students ● Collaborates with leadership teams to develop prevention programs ● Supports anti-bullying policy
School and Career Counseling	Guidance Counselors (MJSHS)	● Aptitude testing ● Career and college guidance ● Delivery of guidance curriculum to students
Health Counseling	School Nurse (All schools)	● Consultations with parent, student, and doctor ● Supports district wellness plan ● Assistance with obtaining MASSHealth and other out of school supports
Behavior Consultation	Board Certified Behavior Analyst (District-wide) School Psychologists (All schools) School Social Worker/School Adjustment Counselor (MJSHS) Guidance Counselors (All schools)	● Observation and planning for school-based behavioral issues ● Developing behavioral plans ● Provide parent and teacher consultation ● Classroom observation of students
Therapeutic Consultation(District-wide)	Occupational Therapists (OT) Speech and Language Pathologists (SLP) Physical Therapists (PT) Teacher of the Deaf (TOD) Educational Audiology	● Provide parent and teacher consultation ● Classroom observation of students ● Informal screenings ● General education supports such as articulation training
Student Support Team (SST)	School-based SST team	● Consultation to teachers on behavioral and academic issues
Oversight	Director of Pupil Services	● Assistance finding support and services ● Collaborative planning with parents and staff ● Oversight of services available

VI.   Differentiation and Supports in General Education

These supports are considered "good teaching strategies" and may be provided, when appropriate, within the general education program for students who are struggling and include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Physical
- Preferential seating
- Frequent movement breaks
- Writing aids (Slant board, pencil grips, etc.)
- Stress release activities (squeeze objects, motor breaks, etc.)
- Remove auditory distractions (use noise-canceling headphones)

Behavioral
- Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Adult mentor
- Alternative seating
- Logical consequences
- Counseling
- Peer mediations
- Alternative schedule/restructure demands
- Post classroom expectations in view of all students
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Contact parents/facilitate parent support/strategies and communication
- Consult with School Psychologist, Counseling staff, special needs staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Relate information to the student's experiential base
- Provide student with alternatives and choices
- 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 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

- Use praise generously
- 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
- Behavioral modification-charts, contracts, checklists, plans, incentives
- Use visual/auditory reminders of behavioral expectations

Instructional
- Manipulatives and other hands-on strategies
- Additional small group instruction
- Graphic Organizers
- Study guides/structured notes
- Homework checks/homework help/targeted homework (quality vs. quantity)
- Planner checks
- Alternative assessments
- Work contracts
- Peer tutoring
- Cues for transition
- Break down tasks into explicit chunks
- Extra help sessions
- Provide multi-modal presentation of instruction and materials
- Arrange partner or small group instruction
- Provide cueing and "wait time" or "think time" to encourage participation
- Repeat or re-teach concepts with a different approach
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud (except for reading tests)
- Incorporate incentives and reward systems, including student graphing of own progress
- Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Utilize peer buddy systems for study groups or homework check-ins
- Provide strategies to parents/guardians to support homework completion
- Allow extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- Provide a scribe when needed to assess student knowledge
- Use cooperative learning strategies
- Relate information to the student's experiential base
- Reduce the number of concepts presented at one time
- Monitor the student's comprehension of vocabulary used during instruction
- Highlight important concepts to be learned in text of material
- Require verbal responses to indicate comprehension
- Give frequent reminders of homework and examples for homework assignments
- Check assignment sheet for accuracy

Technological
- Instructional software
- Calculator

- Word processor
- Listening center/audio recording of books
- Video
- Document Cameras
- FM/Voice Amplification Systems
- Speech-to-text software
- Individualized and personalized online learning opportunities
- Google Classroom

Organizational
- Break down tasks into explicit chunks
- Reduce the number of concepts presented at one time
- Visual aids
- Teach students to use graphic organizers
- Study guides/structured notes
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Monitor student's use of assignment book/agenda
- Instruct students in study skills, note taking; model these skills during instruction
- Utilize homework logs and journals for homework follow-up
- Provide a designated place for turning in completed assignments

VII.   Massachusetts Tiered System of Support (MTSS)

The Massachusetts Tiered System of Support (MTSS). Provides a framework for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English Learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught (DESE 2011)[1].

Tier I Instruction
Quality instruction begins with strong curriculum which is aligned to the MA Common Core Standards, which is differentiated through the use of formative data to provide instruction designed to meet the specific needs of each student. All students are screened on a periodic basis to identify struggling learners who need additional support. This includes gathering accurate and reliable data on all students, interpreting data, and using it to make meaningful, instructional changes for students.

Tier II Instruction
In Tier II, students who have been identified as not making adequate progress in the core curriculum are provided with increasingly intensive targeted instruction, based on levels of performance and rates of progress. Instructional programs are targeted to the student's need and have a strong evidence-base for use. Tier II is a mechanism for systematically evaluating and providing early intervention for students who are at risk for academic or behavioral struggles.

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[1] http://www.doe.mass.edu/sped/mtss/html

Tier II is defined as "small group instruction that relies heavily on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction" (NCRTI, 2010)[2]. According to the NCRTI, Tier II has three characteristics that distinguish it from core instruction:

1. it is evidence-based,
2. it consists of small group instruction, and
3. it involves a clearly articulated intervention implemented with fidelity.

   According to this definition, Tier II is meant to provide a limited, but targeted, support system for students who struggle to meet grade-level performance standards. The goal of Tier II is to remediate academic and/or behavioral skill deficits with the idea that in doing so, students will be successful in the Tier I program without support.

Tier III Interventions
A very small group of students do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. If a student is not making growth after a period of time with Tier II supports, the school may introduce more individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and the prevention of more severe problems. These are Tier III supports, and may occur in or outside of the general education classroom.

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[2] National Center on Response to Intervention. (2010, March). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention

Research Based Interventions—Elmwood Street School

Tier I	Tier II	Tier III
Core Program & **Universal supports** in the General Education Classroom	Additional **small group** interventions in the classroom	**Intensive** interventions
Reading ● Use of skill based assessments to plan instruction: DIBELS, Fountas and Pinnell, Words Their Way Inventory, Benchmark skill assessments, teacher created CFAs ● Balanced literacy approach and structure ● multi -modal delivery of instruction ● Differentiated instruction through guided reading levels and scaffolded supports ● Instruction in reading strategies ● Small group instruction ● Preferential seating ● Rubrics with clear expectations ● Posted visual supports ● Identified essential questions for lessons ● Preview of new concepts ● Use of universal design for learning ● Explicit teaching of phonics and reading skills/strategies (Telian/project read) ● Varied grouping in the classroom (heterogeneous/homogeneous) ● Frequent checks for understanding ● Use of technology to	**Reading** Phonemic Awareness Interventions ● Title 1 support ● Project Read ● Elkonin boxes ● Sounds and letters ● Great leaps ● Reading A to Z Phonics Interventions ● Title 1 support ● Project Read ● Words their way ● Sounds and letters ● Great Leaps ● Telian ● Reading A to z ● Lexia Fluency Interventions ● Read Naturally ● Running records ● Title 1 support ● Great Leaps ● Reading A to z ● Leveled readers Vocabulary Interventions ● Reading A to Z ● Title 1 support ● Flocabulary ● Leveled readers Comprehension Interventions ● Title 1 support	**Reading** Phonemic Awareness Interventions ● Title 1 support ● Project Read ● Elkonin boxes ● Sounds and letters ● Great Leaps ● Reading A to Z Phonics Interventions ● Title 1 support ● Project Read ● Words their way ● Sounds and letters ● Great Leaps ● Telian ● Reading A to z ● Lexia Fluency Interventions ● Read Naturally ● Running records ● Title 1 support ● Great Leaps ● Reading A to z ● Leveled readers Vocabulary Interventions ● Reading A to Z ● Title 1 support ● Flocabulary ● Leveled readers Comprehension Interventions ● Title 1 support

enhance instruction ● Adequate wait time ● A variety of ways to respond are provided: oral, choral, student white boards, concrete models, etc. ● Graphic organizers	● Reading A to Z ● Leveled readers	● Reading A to Z ● Leveled readers
Math ● MyMath Resource ● Small Group-Center Based Instruction ● Whole group instruction with online lesson support ● Preferential Seating ● Posted visual supports ● Explicit teaching of expected grade level fluencies	**Math** ● Extra Math ● Small Group instructional support ● Title 1 Math support ● ST Math online math support	**Math** ● Extra Math ● Small group focused instructional support ● Title 1 Math support ● ST Math online math support
Writing ● Writer's workshop structure and supports ● multi -modal delivery of instruction ● Differentiated instruction through scaffolded supports ● Small group instruction ● Preferential seating ● Rubrics with clear expectations ● Posted visual supports ● Identified essential questions for lessons ● Preview of new concepts ● Use of universal design for learning ● Explicit teaching of writing and grammar skills ● Varied grouping in the classroom (heterogeneous/homogeneous) ● Frequent checks for	**Writing** ● Small group reteach of skills ● Title 1 support ● Explicit skill based grammar lessons ● Explicit lessons on writing traits **Spelling** ● Words Their Way varied groupings ● Title 1 support ● Word work centers for identified skills	**Writing** ● Small group reteach of skills ● Title 1 support ● Explicit skill based grammar lessons ● Explicit lessons on writing traits **Spelling** ● Words Their Way varied groupings ● Title 1 support ● Word work centers for identified skills

understanding
- Use of technology to enhance instruction
- Adequate wait time
- A variety of ways to respond are provided: oral, choral, student white boards, concrete models, etc.
- Graphic organizers
- Use of skill based assessments to plan instruction

Spelling

- Words Their Way
- Project Read

Behavior	**Behavior**	**Behavior**
● Woolie Cards ● Social Thinking ● Social Detective ● Wee Thinkers ● Character Education Monthly Emphases ● Monthly Character Education Recognition Ceremonies	● Social Skills groups ● Counseling groups ● Mindfulness Boxes ● Check In/Check out plan ● Positive Reinforcement Plans ● Zones of Regulation	● Individual Behavior Plans ● Individual counseling ● Assistance with obtaining outside counseling ● Wrap around family services ● Zones of Regulation

Research Based Interventions—R.E. Shaw Elementary School

Tier I Core Program & **Universal supports** in the General Education Classroom	**Tier II** Additional **small group** interventions in the classroom	**Tier III** **Intensive** interventions
Reading ● Use of skill based assessments to plan instruction: DIBELS, Fountas and Pinnell, Benchmark skill assessments, teacher created CFAs ● Balanced literacy approach and structure ● multi -modal delivery of instruction ● Differentiated instruction through guided reading levels and scaffolded supports ● Instruction in reading strategies ● Small group instruction ● Preferential seating ● Rubrics with clear expectations ● Posted visual supports ● Identified essential questions for lessons ● Preview of new concepts ● Use of universal design for learning ● Explicit teaching of reading skills/strategies ● Varied grouping in the classroom (heterogeneous/homogeneous) ● Frequent checks for understanding ● Use of technology to enhance instruction ● Adequate wait time ● A variety of ways to respond are provided: oral, choral,	**Reading** Phonemic Awareness Interventions Lexia Phonics Interventions Read Naturally Live Title 1 Support Lexia Great Leaps Just Words Freckle Fluency Interventions Read Naturally Live Great Leaps Readers Theater Vocabulary Interventions Read Naturally Live Title 1 Support Freckle Comprehension Interventions Title 1 Support Read Naturally Live Coach Digital Leveled Readers Reading A-Z Freckle Study Island	**Reading** Phonemic Awareness Interventions Lexia Phonics Interventions Read Naturally Live Title 1 Support Lexia Great Leaps Just Words Freckle Fluency Interventions Read Naturally Live Great Leaps Vocabulary Interventions Read Naturally Live Title 1 Support Freckle Comprehension Interventions Title 1 Support Read Naturally Live Coach Digital Leveled Readers Reading A-Z Freckle Study Island

student white boards, concrete models, etc. ● Graphic organizers		
Math ● Go Math Program (4 & 5) ● Big Ideas Program (6) ● Small Group-Center Based Instruction ● Preferential Seating ● Assistments ● Posted visual supports ● Explicit teaching of expected grade level fluencies ● Edulastic	**Math** ● Title 1 Support ● IXL ● Freckle ● ST Math ● Reflex Math ● Xtra Math ● Khan Academy ● Morning Math Lab	**Math** ● Title 1 Support ● Freckle ● Reflex Math ● Xtra Math
Writing ● Empowering Writers ● Differentiated instruction through scaffolded supports ● Small group instruction ● Preferential seating ● Rubrics with clear expectations ● Posted visual supports ● Identified essential questions for lessons ● Preview of new concepts ● Use of universal design for learning ● Explicit teaching of writing and grammar skills ● Varied grouping in the classroom (heterogeneous/homogeneous) ● Frequent checks for understanding ● Use of technology to enhance instruction ● Adequate wait time ● A variety of ways to respond are provided: oral, choral, student white boards, concrete models, etc. ● Graphic organizers ● Use of skill based assessments to plan	**Writing** ● Title 1 Support ● Study Island **Spelling** ● Lexia ● Freckle	**Writing** ● Title 1 Support ● Study Island **Spelling** ● Lexia ● Freckle

instruction **Spelling** ● Spellography (4th) ● Greek Roots ● Latin Roots ● Affixes		
Behavior ● Classroom Rules ● Social Skills Groups ● Counseling Groups ● Fidget Boxes ● PBIS School-wide ● Woolie Cards	**Behavior** ● Social Skills groups ● Counseling groups ● Social Skills Groups ● Counseling Groups ● Fidget Boxes ● Social Thinking	**Behavior** ● Individual Behavior Plans ● Individual counseling ● Assistance with obtaining outside counseling ● Check in/Check out plan ● Social Skills Groups ● Counseling Groups ● Fidget Boxes ● Homework, Organization, Planning Strategies (HOPS)

Research Based Interventions—Millbury Jr./Sr. High School

Tier I Core Program & **Universal supports** in the General Education Classroom	Tier II Additional **small group** interventions in the classroom	Tier III **Intensive** interventions
Reading (Curriculum is Course Specific)	**Reading**	**Reading**
Grade 7 --Reading Orbital	● Co-teaching ● CDS help ● Learning Strategies ● After school help with teachers	● Reading Specialist
Grade 8	● CDS help ● Learning Strategies ● After school help with teachers	● Reading Specialist
Grade 9 --English I Honors --English I CP --English I CPII	● CDS help ● Learning Strategies ● After school help with teachers	● Reading Specialist
Grade 10 --English II Honors --English II CP --English II CPII	● CDS help ● Learning Strategies ● After school help with teachers	● Reading Specialist
Grade 11 --English III Honors --English III CP --English III CPII --Advanced Placement Language	● CDS help ● Learning Strategies ● After school help with teachers	
Grade 12 --English IV Honors --English IV CP --English IV CPII --Advanced Placement Literature	● CDS help ● Learning Strategies ● After school help with teachers	
Math (Curriculum is Course Specific)	**Math**	**Math**
Grade 7	● CDS help ● After school help with teachers	● Math intervention class
Grade 8	● CDS help	● Math intervention class

	● After school help with teachers	
Grade 9 --Algebra I Honors --Algebra I CP --Algebra I CPII --Geometry Honors	● CDS help ● After school help with teachers	
Grade 10 --Algebra II/Trig. Honors --Geometry Honors --Geometry CP --Geometry CPII	● CDS help ● After school help with teachers	
Grade 11 --Pre-Calculus Honors --Algebra II/Trig. Honors --Algebra II CP --Algebra II Topics CP II --Advanced Placement Calculus --Advanced Placement Computer Science	● CDS help ● After school help with teachers	
Grade 12 --Math Analysis CP --Statistics CP --Pre-Calculus Honors/CP --Personal Finance CP II --Advanced Placement Statistics --Advanced Placement Calculus --Advanced Placement Computer Science	● CDS help ● After school help with teachers	
Behavior ● Classroom Rules	**Behavior** ● Social Skills groups ● Counseling groups ● Conflict resolution sessions ● Alt-Ed programming ● School Code of Conduct	**Behavior** ● Individual Behavior Plans ● Individual counseling ● Assistance with obtaining outside counseling ● Check in/Check out plan

IX.   Professional Development, Induction, and Support for Educators

Graduate Courses
- Reimbursement for qualifying courses
- Relevant courses offered in-district

Job-Embedded Professional Development
- Expertise shared through professional collaboration, facilitated by instructional coaches, curriculum coordinators, administrators, and/or teachers
- Constant inquiry into best practices needed to reach student performance goals
- Peer observations

Professional Development Workshops
- Professional development days throughout the year, half or full day experiences devoted to key areas of focus
- Various after school workshops, often led by peers, including technology skill development and best practice study groups
- New Teacher Orientation
- Induction and Mentoring program

X.   Volunteer and Community Resources

- Department of Child and Families (DCF)
- Department of Developmental Services (DDS)
- Department of Mental Health (DMH)
- Department of Public Health (DPH)
- Department of Social Services (DSS)
- Department of Transitional Services
- Juvenile Court System: Child Requiring Assistance (CRA)
- Millbury Music and Performing Arts Association
- Athletics Boosters' Club
- English Learner Parent Advisory Council (ELPAC)
- Parents' Club
- School Councils
- Special Education Parent Advisory Council (SEPAC)
- Worcester Family Resource Center
- You, Inc.

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 Director of Curriculum and Instruction, the Director of Pupil Services, the Principals, and School Councils of the Millbury Public Schools. Final approval of the District Curriculum Accommodation Plan lies with the Superintendent of Schools.