



*District Curriculum Accommodation Plan*

*Cohasset Public Schools*

*“Charting the Course”*

*Supporting the Diverse Learning Needs of ALL Students*

Revised: 2022

## **Introduction**

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

Massachusetts General Laws, Chapter 71, Section 38Q1/2 states that 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:**

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.

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

The Massachusetts Special Education Laws require school districts to implement DCAPs 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 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.

## **The Cohasset Public Schools District Curriculum Accommodation Plan (DCAP)**

The Cohasset Public Schools' mission places students first. We provide an optimal teaching and learning environment by cultivating empathy, global citizenship, agency, inclusivity, and community engagement to empower students to realize continuous personal growth and achievement. Our vision is to empower students to improve communities.

In alignment with the DCAP, Cohasset teachers monitor student progress and implement supports to facilitate student learning and achievement. The district prioritizes early intervention and addressing student learning issues responsibly. The overarching objectives of the DCAP are as follows:

1. Work collaboratively with data, utilizing the fundamental aspects of the Massachusetts Tiered System of Support (MTSS) to encourage achievement of the high expectations the district holds for all students.
2. Employ Common Core Standards with fidelity and with support for student learning in an academically challenging learning environment.

This DCAP details strategies and supports available and implemented within the individual schools of the district. In some instances, communication between parents/guardians and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal written notification may result. Family involvement is an important part of the process. 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.

The following is provided in this document:

- **Strategies utilized to support all students** including sample services and personnel under Support Services and MTSS Teams
- **UDL Framework Graphic**
- **The CASEL Wheel that is the basis for Cohasset SEL approach**
- **Multi Tiered System of Support definition, visual, and tiers**
- **Accommodations list**

### **Strategies Utilized to Support All Students**

The Cohasset Public Schools' utilizes various strategies that help to support all students:

- **Professional Development:** Supportive professional development includes assistance for teachers including but not limited to the following:
- **Universal Design for Learning (UDL).** The UDL framework is explained in the graphic below: **Figure 1 Universal Design for Learning (UDL) Framework:**
- **Technology training**
- **Executive function training**
- **Teaching strategy trainings for teachers of English Language Learners (ELLs)**
- **Social-emotional learning (SEL) trainings.**
- **Mentoring:** All new teachers take part in a full year induction and mentor program.
- **Collaboration:** common planning time at the elementary and middle school levels
- **Family involvement:** This includes opportunities that encourage parental involvement in their children's education such as school councils, district leadership teams and parent/guardian organizations (such as the Parent-Student Organization (PSO) and Special Education Advisory Council (SEPAC).
- **Support Services:** Services are available to students through the regular education program, including services to address academic, social/emotional and behavioral needs of students. Examples of these services include reading and math and Title I support; ELL support; paraprofessional support; library and technology support; nursing support; occupational, physical, and speech therapy, adjustment counseling and psychological and behavioral consultation.
- **Building-based Multi Tiered System of Support Teams (MTSS Teams)** meet on a weekly basis and provide teachers the opportunity to collaboratively work together to establish interventions to meet the needs of all students. The Team can be comprised of building administration, general educators, special educators, school psychologists, school adjustment counselors, school social workers, behavioral specialists, Team Chairs, and/or therapists. Families are often a paramount part of the process as well. Home/school connections is a vital part of the district's strategic objectives in its strategic plan.

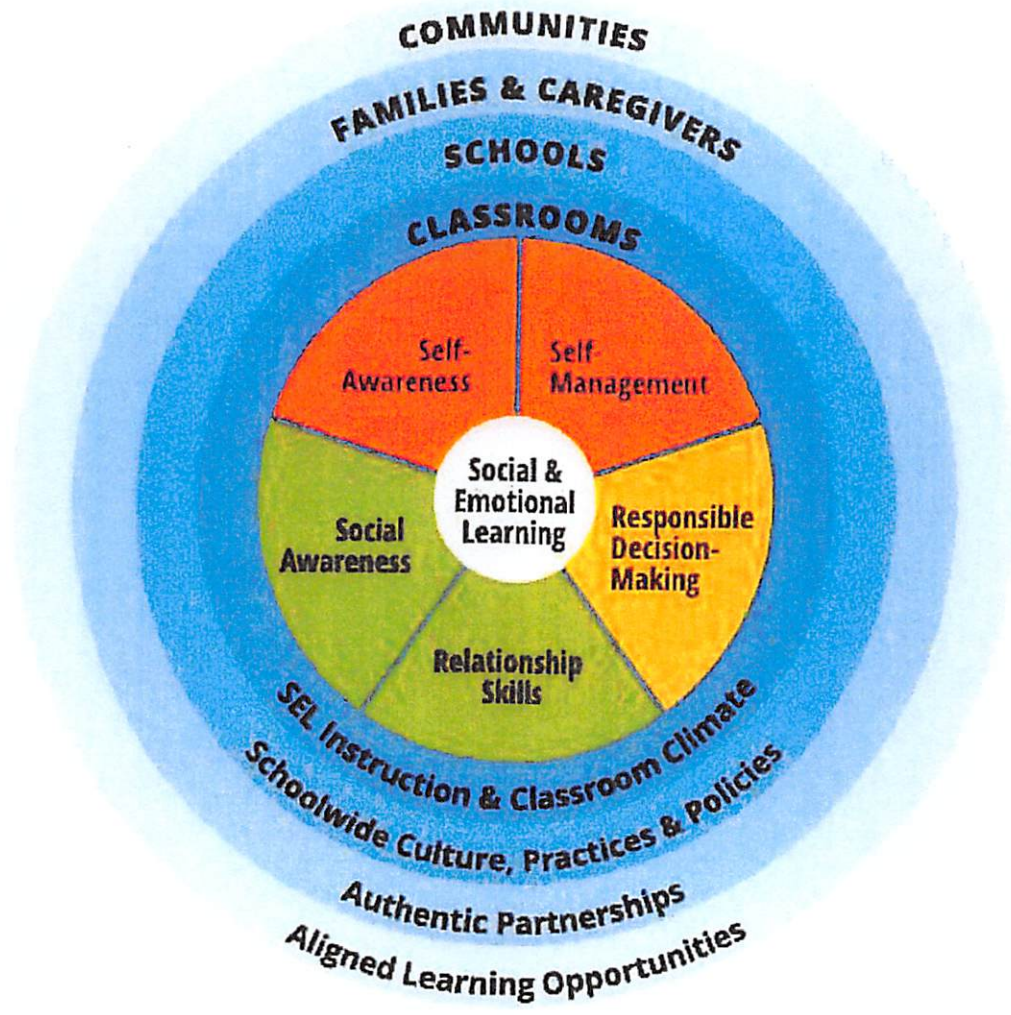
## Universal Design for Learning (UDL)

Figure 1

Universal Design for Learning (UDL) Framework:



The graphic below explains the Collaborative of Academic and Social-emotional Learning (CASEL) SEL model that is the basis of Cohasset Public Schools' SEL programming.



## **Multi Tiered System of Support (MTSS)**

**According the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”**

**Harlacher et al. (2014) described six key tenets of the MTSS framework:**

**All students are capable of grade-level learning with adequate support.**

**MTSS is rooted in proactivity and prevention.**

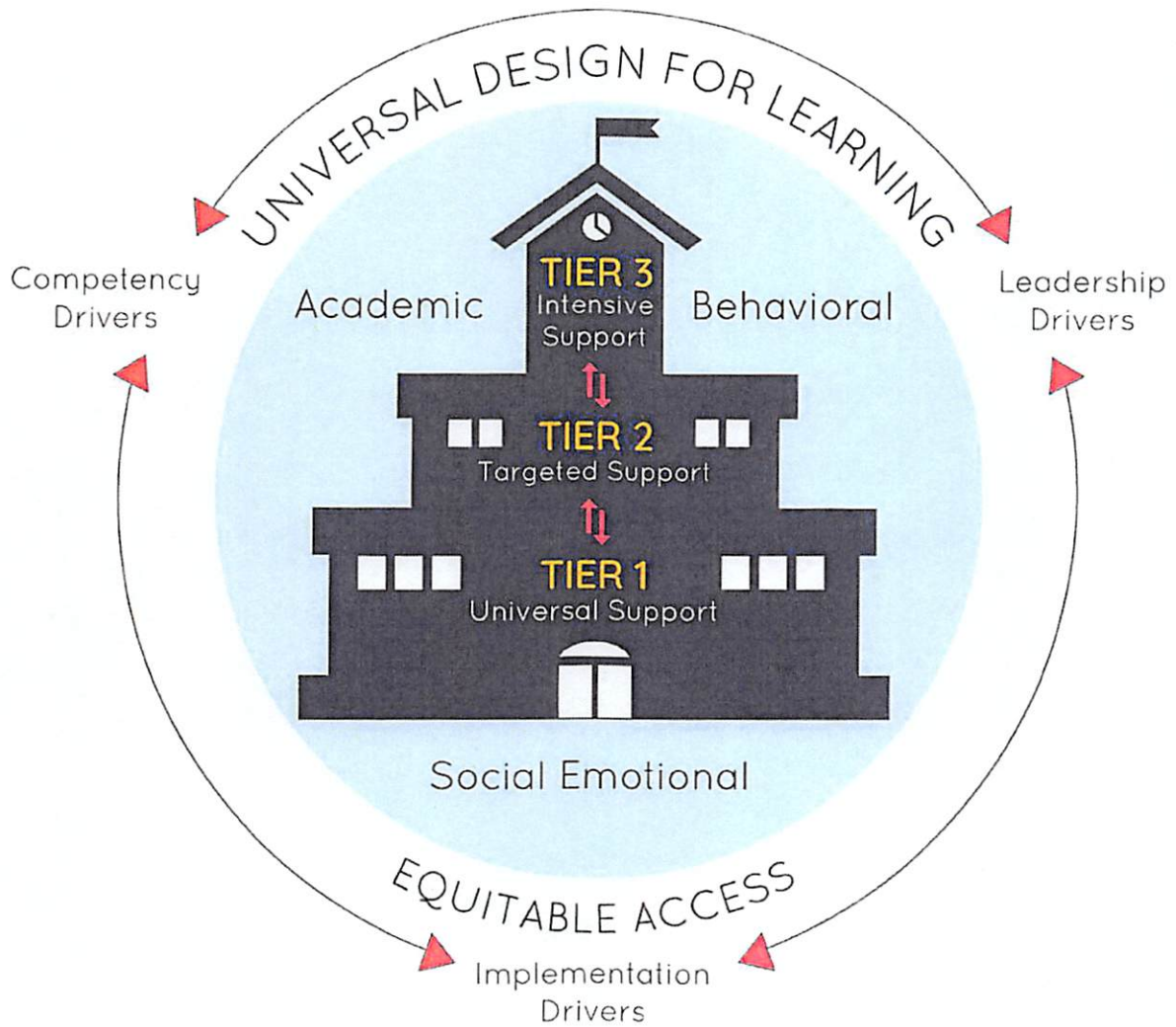
**The system utilizes evidence-based practices.**

**Decisions and procedures are driven by school and student data.**

**The degree of support given to students is based on their needs.**

**Implementation occurs school-wide and requires stakeholder collaboration.**

MTSS VISUAL



MULTI-TIERED SYSTEM OF SUPPORT



## MULTI-TIERED SYSTEM OF SUPPORT(MTSS)

The Multi-tier system of support is a “comprehensive continuum of evidence-based, systematic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”

All students, regardless of disability, English language proficiency status, income, race, or academic performance can receive Tier 1, 2, and 3 services.

## MTSS TIERS

- TIER 1 – whole class data-driven differentiated core instruction.
- TIER 2 – whole class differentiated instruction + small group targeted instruction (in addition to core instruction)
- TIER 3 – whole class differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support.

## TIER 1 Universal Support

- These are supports available to **all students** through a general education program.
- “Inclusive Practice” – instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.

## TIER 2 Targeted Support

- Tier 2 supports occur in addition to the supports that are provided in Tier 1.
- These supports are generally done in **small groups** and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment.

## TIER 3 Intensive Support

- These are often explicit, focused interventions that occur **individually** or in **very small groups**.
- It is important to note that Tier 3 is not synonymous with special education.
- Students with disabilities may not need Tier 3 support and students not identified with a disability may in fact need Tier 3 supports.

## UDL (UNIVERSAL DESIGN FOR LEARNING)

- UDL is a framework that reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high-achievement expectations for all students regardless of their unique strengths and challenges.
  - Multiple means of
    - **ENGAGEMENT** (The why of learning)
    - **REPRESENTATION** (The what of learning)
    - **ACTION & EXPRESSION** (The how of learning)

**Cohasset Public Schools District Curriculum Accommodation Plan  
Accommodations available to all students within the general education program.**

**This list is representative and not exhaustive.**

**The individual schools have grade and age appropriate school DCAPs.**

- Differentiated instruction
- Multi-modal instruction
- Motor breaks
- Brain breaks
- Timed breaks
- Positive incentive programs
- Preferred/alternative seating
- Visual supports
- Clear rules and routines
- Checklists
- Graphic organizers
- Break down tasks into manageable parts
- Manipulatives
- Cueing
- Wait/think time
- Study guides
- Structured notes
- Visual model of end product
- Access to technology
- Monitored for comprehension with check-in opportunities
- Highlighted text/color coding
- Varied end products to demonstrate understanding and/or mastery
- Varied time allowances for products
- Reduced copying/provided notes/fill-in skeleton notes
- Reduced number of required responses
- Previewing and reviewing and relating new material to previous
- Alerted attention before transitions and/or new/important topics
- Modeled and praised expected student behaviors
- Non verbal cues and reminders
- Provided alternatives
- Access to support personnel (counselors, therapists)