

Sudbury Public Schools

District Curriculum Accommodation Plan



Massachusetts General Laws	3
SPS Mission, Vision, Core Values, and Theory of Action	4
Mission	4
Vision	4
Core Values	4
Theory of Action	4
Overview	5
Components of Sudbury’s District Accommodation Plan	6
Core Curriculum	6
Universal Screening and Benchmarking	7
Building-based Instructional Support Teams	7
Referral-Based Supports	8
Individual Student Success Plans (ISSP)	10
Building Curriculum Accommodation Plans (BCAP)	10
Mentoring and Induction Program for Educators	15
Professional Development	15
Parent and Guardian Engagement	16
Appendices	17
ESL Referral Form	17
IST Referral Form	21
IST Referral Form	25
BCAP Form	29
BUILDING CURRICULUM ACCOMMODATION PLAN	29
NAME: DOB: AGE:	29
SEL Individual Support/Intervention Plan	30
ISSP Form	32
1. Identifying Information	32
Academic Assessment	32

MASSACHUSETTS GENERAL LAWS

Ch. 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 students' needs in general education. The plan shall be designed to assist the general classroom teacher in analyzing and accommodating diverse learning styles of all children in the general classroom and in providing appropriate services and supports within the general education program 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.

Chapter 71, Section 59C

The Curriculum Accommodation Plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. School Councils and District Accommodation Plan, Ch. 71 Section 59C Amended Language The School Council, including the school principal, shall meet generally and shall assist in the identification of the educational needs of all students attending the school, shall 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. Purpose of DCAP general Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAP) to help ensure all efforts have been made to meet students' needs in general education.

SPS MISSION, VISION, CORE VALUES, AND THEORY OF ACTION

Mission

The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potential. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become lifelong learners and effective contributors to society.

Vision

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities.

Core Values

- Enhance the learning and teaching process to enable and inspire students to achieve their potential
- Actively promote personal responsibility and integrity
- Seek and promote opportunities to advance equity
- Cultivate a lifelong commitment to community

Theory of Action

IF SPS provides differentiated high-quality instruction, a safe school environment, instructional leadership, and ongoing professional development and the use of data to inform instruction, **THEN** students will be challenged and their varied learning needs met, the capacity of educators will grow and existing achievement gaps will narrow.

Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families.

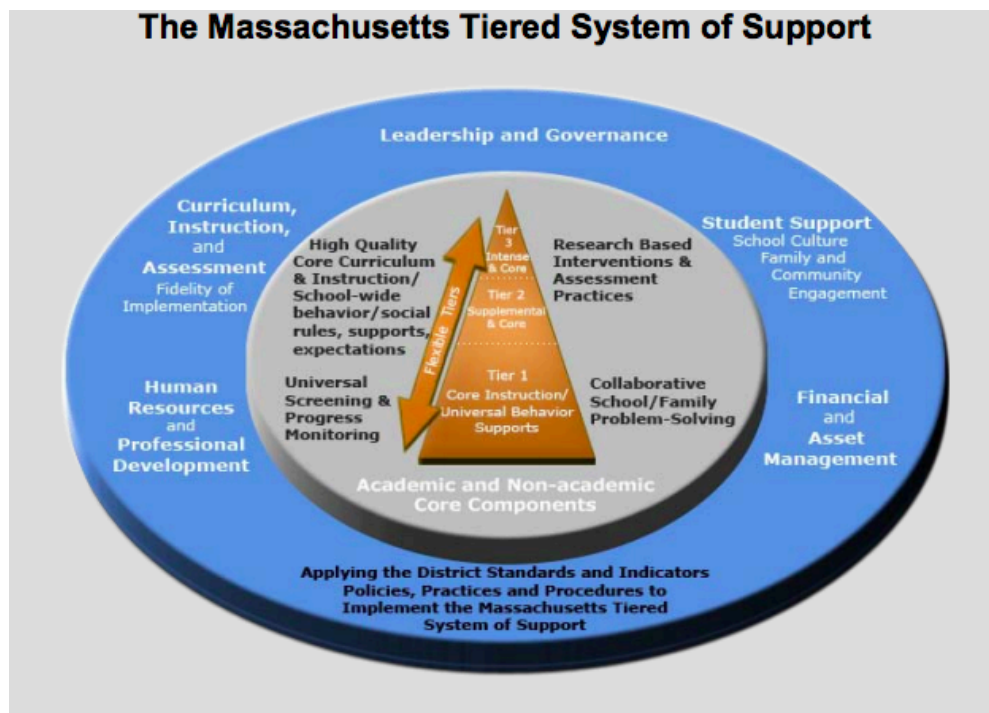
Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systemically oppressed and excluded.

Sudbury Public Schools are committed to an anti-bias and anti-racist education that includes and values the perspectives and histories of diverse peoples.

OVERVIEW

Sudbury's District Curriculum Accommodation Plan is designed to ensure that all efforts have been made to meet students' needs in the general education setting. The plan details procedures, programs, and supports implemented within the individual schools of the district. The DCAP is directly connected to procedures that are in place to strengthen and improve the general education program for the benefit of all students.

Sudbury's DCAP operationalizes at a local level DESE's framework for a tiered system of support. Built upon high-quality core instructional experiences in a safe and supportive learning environment, it includes an integrated and flexible system of supports that is responsive to the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced.



COMPONENTS OF SUDBURY'S DISTRICT ACCOMMODATION PLAN

- Aligned evidence-based curriculum, including direct and systematic reading instruction for all students
- Universal Screening and Benchmarking Systems
- Building-based Instructional Support Teams
- Referral-Based Supports
- Building Curriculum Accommodation Plans
- Mentoring and Induction Program for Educators
- Professional Development
- Parent/Guardian Engagement

Core Curriculum

Sudbury follows a Curriculum Review and Development Process to examine the effectiveness of each curriculum area on a scheduled Curriculum Review cycle and to undertake updates and improvements for better preparing students for their continued education.

The review and development processes include the identification and use of strategies and resources to assist teachers in accommodating the needs of students who need enrichment and extension within a curriculum area as well as for those students who need remediation.

District-wide curriculum Specialists and Coordinators provide support for educators in meeting the needs of students within the content areas of mathematics, humanities, science, physical and social-emotional wellness and technology integration. Specific responsibilities include:

- Oversight of the development, selection, and implementation of evidence-based curricular materials;
- Assess program effectiveness;
- Design and deliver professional development;
- Coordinate and oversee the work of content specialists in mathematics, literacy, and science;
- Monitor student outcomes using state and local data, observation, and educator feedback;
- Engage parent/guardian community through a variety of communication strategies;
- Collaborate with neighboring districts to ensure continuity of educational experience for students moving on to the regional high school;
- Maintain currency in assigned curriculum area;
- Support educators in efforts to meet the needs of all learners.

Additionally, the Mathematics and Humanities Curriculum Coordinators evaluate classroom teachers, mathematics coaches, and literacy specialists. The Wellness Specialist delivers puberty education to fifth-graders across the district.

A robust Tier 1 curriculum that is aligned with Massachusetts Learning Standards and delivered in accordance with the principles of Universal Design for Learning (UDL) is the foundation of Sudbury’s District Accommodation Plan.

Universal Screening and Benchmarking

Universal screening and benchmarking measures are used in conjunction with state assessments to measure student progress and plan for student learning needs.

Audience	Domain	Assessment
Kindergarten	Developmental Screener	Early Screening Inventory (ESI)
Kindergarten - Grade 3	Early Reading Skills	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Kindergarten	Mathematics	Math Interview
Kindergarten - Grade 5	Mathematics	Bridges Baseline Assessments
Grades 6 - 8	Mathematics	Unit Assessments
Grade 3-8	English Language Arts	Track My Progress (TMP)
Kindergarten - Grade 8	Social Emotional Learning	Devereaux Student Strength Assessment (DESSA)
Grade 7	Mental and Behavioral Health	Screening, Brief Intervention, Referral to Treatment (SBIRT)
Grade 7 and 8	Mental and Behavioral Health	Brief Screen for Adolescent Depression (BSAD)

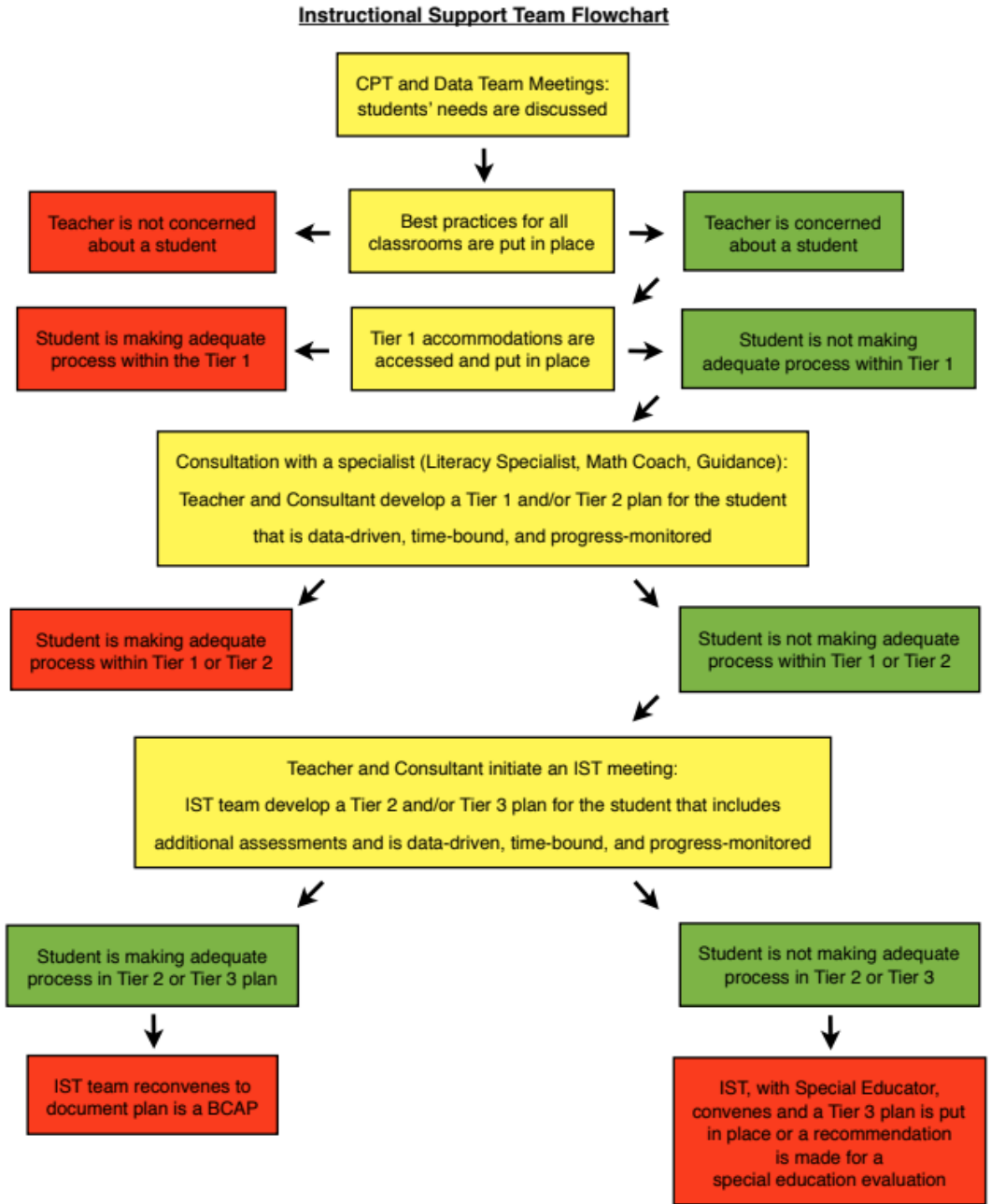
Students who receive supplemental instructional services through Tier II programming engage in additional diagnostic assessment to pinpoint areas of need and progress monitoring to inform instruction.

Building-based Instructional Support Teams

Instructional Support Teams (IST) consisting of general and special educators, administrators, mental health professionals, related service providers, Literacy Specialists, and Mathematics Coaches, exist at each building. Educators with academic, behavioral, or other learning needs may refer a student to the IST after implementing general education Tier I accommodations and consulting with the appropriate building based consultant to develop and implement Tier I and/or Tier II support plans. The IST team develops a more robust Tier II plan, if appropriate, that includes additional assessments and is data-driven, time-bound, and progress-monitored. The Tier II plan may include referral-based building supports. If a student makes adequate progress

with a Tier II plan, the IST reconvenes to memorialize the progress and determine whether a Building Curriculum Accommodation Plan is needed to support future progress. If progress is not adequate, the IST may decide to begin the special education referral process. Entry points based upon extenuating circumstances, including performance on state assessments, ensure a timely response to student needs.

IST Flowchart



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. The Loring Elementary and Curtis Middle School have been identified as Title I eligible schools. At Loring, Title I services focus supplementary literacy and mathematics instruction for students who have been identified through a screening referral process. At Curtis, Title 1 services are structured as a foundational mathematics course for students in grades 6 and 7. In each setting, specialized instruction is delivered in a smaller group setting by a certified teacher. Students may also receive support within the general classroom setting.

Literacy Support

Literacy support is a general education program available to all students at all schools. Supplemental instruction is delivered by a Literacy Specialist or Literacy Tutor in a small group or 1:1 setting for Tier 2 service delivery. Students are identified through universal screening measures and progress is monitored in 8-10 week increments. The literacy support team also confers and collaborates with classroom and special educators to design and deliver specialized supports and enrichment opportunities.

METCO Academic Advising

Middle school students attending the Sudbury Public Schools through the METCO program are supported by a middle school Program Coordinator. The Program Coordinator provides in-class and small group academic and social support and helps families participate fully in their students' SPS experience. The METCO Director supervises the program, supports families, co-facilitates the parent council, organizes family engagement meetings, and organizes and supports extended learning opportunities.

English Learner Development Program

The English Learner Development (ELD) program supports students in reaching their intellectual and personal potential by nurturing students' pride in their linguistic and cultural heritage, instructing them in social and academic language, and teaching them about American cultural practices and perspectives. In partnership with families, the English Language Development teachers encourage students to maintain and develop their native or heritage languages outside of school, thus becoming fully bilingual or multilingual life-long learners and valuable contributors to the American and greater global societies.

Sudbury's ELD program follows an SEI (Sheltered English Immersion) model. All instruction is delivered in English and EL (English Learner) students are placed in classrooms with teachers who have received the SEI Endorsement. In collaboration with ELD teachers, SEI teachers work to tailor their instruction to meet the needs of their students based on their English proficiency level, maintaining effective content instruction and providing comprehensible input for the English Learners in their classroom.

In addition to receiving Sheltered Content Instruction, English Learners also receive direct English Language Development (ELD) instruction by certified ESL teachers. ESL teachers in Sudbury follow a language function based ELD curriculum that is aligned with State and WIDA standards. The district ELD curriculum incorporates Social and Instructional Language, the Language of Mathematics, the Language of Science, the Language of Social Studies, and the Language of Language Arts as well as the four language domains: Listening, Speaking, Reading, and Writing. English Learners are taught using strategies appropriate for their developmental/academic level, ELP level, educational background, and home language. I

Progress is monitored regularly to ensure that students are able to achieve English proficiency in a timely manner. If an English Learner is not making sufficient progress, adjustments are made. Students who exit the ESL program are monitored for four years to ensure they are able to maintain academic success and independently access the curriculum.

Counseling

School Psychologists, School Counselors, and a School Social Worker are available and accessible to all students, as needed, to provide direct support and intervention as well as to serve as a resource for teachers and families. Access to outside service providers is also available as needed.

Building Curriculum Accommodation Plans (BCAP)

The accommodation summaries below are implemented as needed to support academic and non-academic success for all students in the Sudbury Public Schools. These accommodations are general education interventions available to all students whenever appropriate. The summaries are not intended to be exhaustive or restrictive but rather a sampling of evidence-based interventions that may be discussed at Instructional Support Team (IST) meetings and memorialized in the form of a Building Curriculum Accommodation Plan. BCAPs are shared with all of a student's teachers and reviewed annually to determine whether the BCAP should be revised, extended, or ended.

SUDBURY PUBLIC SCHOOLS: BUILDING ACCOMMODATION PLAN ELEMENTARY LEVEL

INFORMATION INPUT

- Simplify/repeat directions
- Provide written/verbal/graphic directions
- Provide rubrics to clarify expectations
- Have student repeat back directions
- Preview information/vocabulary
- Reduce/chunk the amount of print on page
- Provide preferential seating
- Provide opportunities for small group instruction
- Check student's comprehension of directions
- Individualize assignments
- Use concrete models/templates

INFORMATION OUTPUT

- Allow writing adaptations (pencil grips, slant boards)
- Allow use of computer
- Allow extra time for task completion
- Allow speech to text or oral responses
- Provide differentiated assessment
- Allow manipulatives
- Allow additional time

DIFFERENTIATED INSTRUCTION

- Differentiate materials (vary level of readability/complexity/length)
- Provide alternative tests
- Vary project choices and assessments
- Provide challenge assignments
- Use multi-dimensional instruction

- Flexible grouping

MEMORY

- Provide copies that can be highlighted /underlined
- Teach memory strategies (subvocalization, mental imagery, semantic/concept maps, charting, diagramming)
- Provide notes on the steps /rules/strategies for problem solving
- Teach with a multisensory approach

HOMEWORK

- Provide alternative homework assignments
- Set up homework buddies
- Differentiate homework
- Use home-school communication strategies
- Provide end of day reminders
- Establish communication with parents to ensure understanding and/or homework strategies

ORGANIZATION

- Teach skills and/or provide to use agenda books/assignment sheets
- Teach skills and/or provide graphic organizers
- Teach skills and/or provide checklists for task completion

- Break down assignments into small chunks
- Provide and teach student to use color-coded work materials

ATTENTION

- Provide quiet work space away from group
- Provide preferential seating
- Give frequent cues to refocus (especially nonverbal)
- Allow short structured breaks
- Allow use of sensory objects
- Frequently check for attention/listening/comprehension
- Allow for “wait time”
- Establish eye contact before giving Directions
- Provide visual cues
- Clarify directions

BEHAVIOR

- Create a specially designed plan with student/colleagues
- Provide checklists
- Set clear limits
- Review classroom rules regularly
- Set a consistent/predictable classroom routine
- Engage student in and teach problem solving skills (Open Circle)
- Provide responsibilities in and outside of classroom to motivate positive behavior

- Establish rapport with student
- Increase supervision during unstructured times
- Communicate specific needs with relevant staff
- Reassess appropriateness of assignments given student’s developmental level
- Work with student/colleagues to identify reinforcers
- Provide positive reinforcers
- Establish a communication card when verbalizing is difficult
- Use whole class lessons to address areas of difficulty (Open Circle)
- Provide students with multiple/varied ways of contributing (cards/journal)
- Set clear expectations and consequences
- Teach/reinforce self-calming strategies (Open Circle)

OTHER

- Provide access to audio books
- Use auditory adaptations (FM system)
- Provide large print books
- Allow for additional snack breaks
- Model/script/facilitate language use
- Provide social prompts

SUDBURY PUBLIC SCHOOLS: BUILDING ACCOMMODATION PLAN MIDDLE SCHOOL LEVEL

INFORMATION INPUT

- Simplify/repeat directions
- Provide written/verbal/graphic directions
- Have student repeat back directions
- Preview information
- Reduce the amount of print on page
- Provide preferential seating
- Provide small group instruction
- Check student's comprehension of directions
- Differentiate assignments
- Use concrete models/templates

INFORMATION OUTPUT

- Allow writing adaptations (pencil grips, slant boards)
- Allow extra time for task completion
- Allow speech to text or oral responses
- Provide differentiated assessment
- Allow manipulatives
- Allow student to have processing Time
- Allow student to make up or retake test

DIFFERENTIATED INSTRUCTION

- Differentiate materials (vary level of readability/complexity/length)
- Provide alternative tests
- Vary project choices and assessments
- Provide challenge assignments
- Vary delivery of instruction (auditory/visual/manipulatives)
- Flexible grouping

MEMORY

- Provide copies that can be highlighted /underlined
- Teach memory strategies (subvocalization, mental imagery, semantic/concept maps, charting, diagramming)
- Encourage use of Flash Cards for Automatization
- Allow student to keep notes on the steps /rules to a problem (saves mental storage)
- Teach with a multisensory approach

HOMEWORK

- Provide alternative homework assignments
- Set up homework buddies
- Modify/prioritize homework
- Reduce amount of homework assigned and percentage towards total grade
- Provide end of day reminders
- Establish communication with parents to ensure understanding and/or homework strategies

ORGANIZATION

- Check agenda books/assignment sheets
- Encourage and/or provide graphic organizers
- Encourage and/or provide checklists for task completion
- Break down assignments into small chunks
- Provide color-coded work materials

ATTENTION

- Provide quiet work space away from group
- Provide preferential seating
- Give frequent cues to refocus (especially nonverbal)
- Allow short breaks
- Allow use of sensory objects
- Frequently check for attention/listening/comprehension
- Allow for “wait time”
- Establish eye contact before giving Directions
- Set up system for student to acknowledge directions (thumb up signal)

BEHAVIOR

- Create a specially designed plan with student/colleagues
- Provide checklists
- Set clear limits
- Review classroom rules regularly
- Set a consistent/predictable classroom routine
- Provide responsibilities in and outside of classroom to motivate positive behavior
- Establish special rapport with Student
- Supervision during unstructured times
- Communicate specific needs with relevant staff
- Reassess appropriateness of assignments given student’s developmental level
- Impose natural consequences
- Work with student/colleagues to identify reinforcers
- Provide positive reinforcers

- Establish a signal when verbalizing is difficult
- Use Second Step and DESSA resources to class lessons to address areas of difficulty
- Provide students with multiple/varied ways of contributing (cards/journal)
- Set clear expectations and Consequences
- Encourage and support access to Student Services

EXECUTIVE FUNCTION

Establish consistent procedures across the TEAM. All teachers on the TEAM should use the same method of: homework assignment/collection, binder organization, note-taking format, test-taking strategies and test formats, daily agenda on the board, classroom expectations, etc.

OTHER

- Provide audiobooks
- Use auditory adaptations (FM system)
- Provide large print books
- Allow for additional snack breaks
- Model/script/facilitate language use
- Provide social prompts
- Offer after-school help
- Offer student conference
- Use TEAM time for assignments across the team/teaching collaborative skills
- Provide support block in 8th grade as an elective
- Provide teacher assistance

Mentoring and Induction Program for Educators

The Mentoring and Induction Program supports educators new to the Sudbury Public Schools. Educators are supported through a three-year program differentiated to reflect their licensure status and years of experience. All educators new to Sudbury, participate in New Educator Orientation and are assigned a building based or specialist mentor. Activities include peer observation, building-based meetings, district training, and 1:1 coaching and support. The Mentoring and Induction Program is coordinated by Mentor Lead Teachers at the elementary and middle school levels.

Professional Development

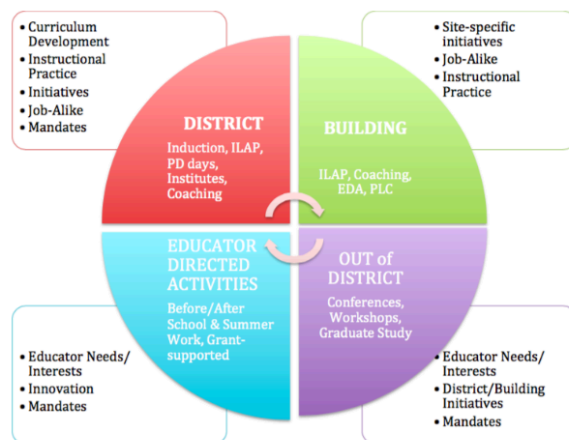
High-quality professional development is a district strategy for enabling teachers to meet the diverse needs of students in their classrooms. Professional development in conjunction with the district’s mentoring plan support robust collaboration with internal expertise.

SPS is a learning community in which everyone actively seeks to gain knowledge and improve their skills. We believe that effective professional learning opportunities for adults share several key characteristics. They are collaborative in nature, allowing educators to share and build upon one another’s expertise. They connect to educators’ self-identified needs and district objectives and priorities and are differentiated based on educators’ knowledge, experience and/or discipline. They are on-going, allowing time for implementation and reflection. They are research-based and focus on how best to help children learn. Effective professional learning for adults is to student outcomes and grounded in a commitment to equity and inclusion, thereby improving the learning environment and outcomes for all.



In the Sudbury Public Schools, extensive professional development is supported through a variety of modes.

Each spring Professional Development Councils representing licensed educators and paraprofessionals develop professional learning plans for the upcoming school year. Plans reflect needs identified through a needs assessment, evaluation data, and school and district goals.



Sudbury complete a (Initiatives

a

educators are required to course on inclusive pedagogy for Developing Equity and Achievement for Students) within contractual period of time after

v.2/2024

being hired. Additionally, educators assigned an English Learner are required to earn the SEI (Sheltered English Immersion) Endorsement while the student's teacher of record.

Parent and Guardian Engagement

Parents and guardians are very much a part of the planning for their children's success, and Sudbury Public Schools is committed to two-way communication with parents/guardians and the school team.

Home/school communication takes the form of classroom and principal newsletters, curriculum updates, family curriculum nights, Open Houses, School Committee presentations, and content area websites. In many instances, social media platforms such as Twitter are also used to provide real-time updates, glimpses into the day-to-day learning opportunities, and to share educational research.

Families are invited to schedule a conference with the school on an as needed basis and at regularly scheduled conference dates in November and March. Parent information nights are held throughout the year for families participating in the METCO program and at the beginning of the year for families participating in the Title I program.

The Sudbury Public Schools enjoy the robust support of Parent Teacher Organizations and the Sudbury Educational Resource Fund (SERF). Both organizations contribute to the student learning experience by supporting enrichment programming, social events, and innovative curriculum projects.

Report cards for general education are distributed two or three times a year. Additionally, middle school families may access their students' assignments and grades in real-time using the districts online learning management system.

School Committee Policy KBA describes that it is the goal of the Sudbury Public Schools "to encourage positive community relations and engagement in general and as it relates to specific programs." The policy also encourages parental involvement in the schools "through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs."