District Curriculum Accommodation Plan

The Law - What is a curriculum accommodation plan?

Chapter 71, Section 38Q ½

Curriculum Accommodation Plan

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 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 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.

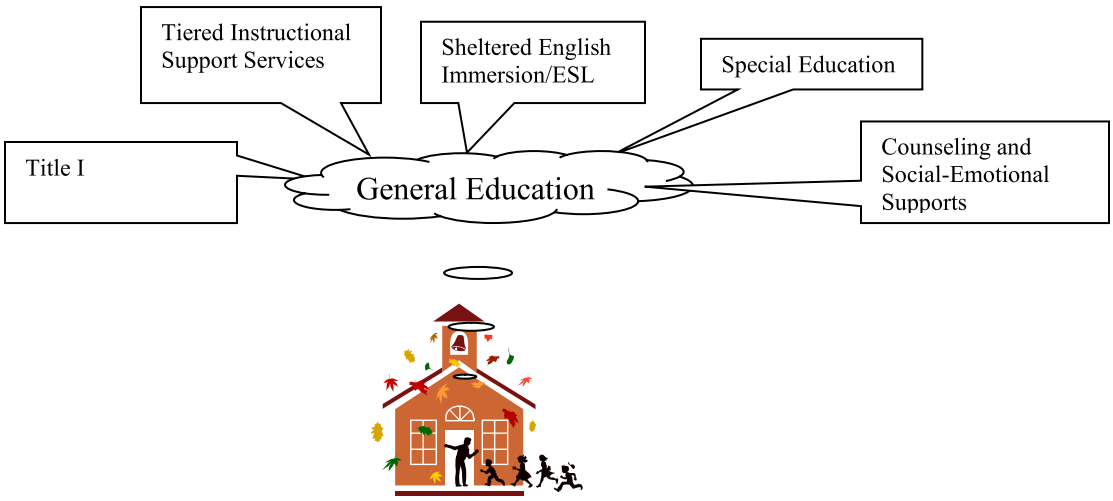
Reviewed and updated 3-3-22

Manchester-Essex Regional Public Schools

Increasing the Capacity of the General Education Environment

Overview

General education is the door to learning which all students are expected to enter; it should be the **goal** of every school district to make the general education environment the appropriate placement for all students. Special education should not be a separate program, but rather should be one aspect of a continuum of supportive services and programs that are provided to ensure that the general education environment is a responsive environment.



Working together, general and special educators can provide professional support to each other to address student learning. Teacher mentoring and collaboration are strongly encouraged. Schools can provide a rich curriculum; instructional practices and varied programs of services geared to individual needs; including opportunities for strong family and parental involvement by raising awareness of the educational services in the school.

An effective District Curriculum Accommodation Plan may provide for one or more of the following, to help meet the needs of diverse learners in the general education environment.

- Tiered support services and instructional delivery options available within general education;
- Responsive, flexible curriculum presentation in general education;
- Multiple instructional support strategies;
- Staff time for professional collaboration and problem solving;
- Availability of standardized and criterion-referenced assessment data as one measure of student learning and indicator of student needs;
- Referral services to provide child care, or health care services; and
- Information services for parents to understand school programs and options available for their children.

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Barriers that contribute to learning difficulties are not always clearly related to education. School districts must consider addressing barriers related to coming to school ready to learn and conditions supportive of learning in an ongoing way.

Districtwide Support Programming

Strategies	Description
Assistance to regular education teachers, such as professional development, that will help them to analyze and accommodate various students' learning needs, including students who are English Language learners and to manage students' behavior effectively.	• Mentor/ Mentee Program • Student Assistance Teams • IEP/504 Accommodation Plans • School Adjustment Counseling • Professional Development Days- Technology, Assessment, and Curriculum • RULER Training • Cultural Competence Training • Inclusionary Model • Multi-tiered System of Support • Universal Design for Learning • Assessment Systems • Student Data Analysis • Education Technology
Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.	• School Adjustment Counselor • BCBA Consultation • ESL & Reading Tutoring • TAT Teams • RULER • Assistive Technology
Direct and systematic instruction in reading for all students.	• Summer Reading • Tiered Supports • Reading Instruction • Sheltered English Immersion
Encouraging of teacher mentoring and collaboration	• Mentor/ Mentee Program • Collaborative Teaching • Monthly Release Days • Professional Collaborations • Professional Development Opportunities • Research for Better Teaching
Review of local curriculum in relation to the state learning standards.	• Curriculum Guides • Professional Development Opportunities • Faculty Meetings • MCAS Review • Resources Aligned to State Standards
Review of school policies and discipline codes	• School Council • Administrative Council • School Committee • Faculty Meetings • Parental Input • Handbooks • Emphasis on Small Class Sizes
Additional staffing or consultation on behavior issue and on literacy development	• Tiered Supports • North Shore Education Consortium • TAT Teams • Functional Behavioral Assessment • ESL Teacher • Reading Specialist/Consultants • School Adjustment Counselor

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	• School Psychologists • Teaching Assistants • Registered Behavior Technicians
Documentation of accommodations/interventions:	• TAT teams • School Adjustment Counselor • IEPs/504s • Individual Student Success Plans
After school options such as homework assistance and peer coaching	• Teacher Extra Help • Extra-curricular activities/sports
Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.	• Spaulding Trust • Hooper Fund • CCI Meetings • School Improvement Plan