Saugus Public Schools

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)
August 2024

A Resource Guide for Teachers, Principals,
Student Support Services Personnel, Paraprofessionals, and Parents to Meet
the Needs of All Learners of the
Saugus School District Learning Community

Mission Statement:

The purpose behind what you do as an organization.

The **Saugus Public Schools** offers a safe, supportive, and inclusive environment where:

- Our educators are supported and valued
- The community is engaged and welcome
- Our students are inspired and thrive

Vision Statement:

What you want to be different in the world as a result of what you do.

The **Saugus Public Schools** will put students first by committing to:

- **Grow:** Build and support a thriving, committed, well trained team of educators, leaders and staff, dedicated to serving the students of Saugus.
- **Belong:** Establish a culture of belonging and ensure every student feels welcome, seen, heard and connected.
- **Learn:** Create the conditions necessary for all students to learn, thrive, and academically succeed.

Massachusetts General Law

In this document, we have described the accommodations, instructional supports and learning environment that is expected for all learners in general education classes at each level. A District Curriculum Accommodation Plan is a document to ensure a system-wide, uniform approach to the process of identifying general education students with specific learning needs that are not being addressed through special education services, helping teachers select and utilize accommodations focused on student improvement and achievement and assisting in the implementation of state law, Chapter 71, Section 38Q1/2. In this DCAP, we will address the following components that exist district-wide:

- The ways in which the needs of diverse learning styles are supported within the general education classroom.
- Accommodations to meet the needs of the diverse learning styles within a general education class.
- Implementation of appropriate services and supports within the general education program.
- Communication to ensure home/school partnership and regular two-way communication
- Ongoing review of the accommodations and processes to ensure currency with regards to curriculum and instruction

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."

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).

District Accommodations

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Presentation Accommodations

Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- Present content in multi-modal approaches
- Break down long term assignments
- Use transition cues
- Use technology assisted instruction
- Individualized support
- Small group instruction
- Pair student with peer instructors
- Provide notes
- Provide handouts
- Present demonstration model/exemplars
- Graphic organizers
- Assignment notebooks
- Use of 1:1 technology to support instruction
- Flexible grouping
- Have student summarize key concept(s) at the end of a lesson
- Utilize manipulatives (across curriculum)
- Pre-teach vocabulary
- Make/use vocabulary files
- Repeat clarify directions
- Break-down directions/tasks into smaller steps
- Arrangement of materials on page/Reduced amount of visual information on the page
- Highlight assessment/study guides
- Review test taking strategies before formalized assessments
- Use supplementary materials
- Marker to guide reading
- Large paper format (lined, grid)
- Use of math templates to organize information from word problems
- Provide essential face list to student(s)

Setting Accommodations

Change the location in which an assessment or assignment is given or the conditions of the assessment setting.
- Strategic seating (e.g. close to instruction, to allow physical space, near positive role models, in view of the teacher)
- Change student's location within the classroom
- Use proximity to prompt attention

Timing and Scheduling Accommodations

Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- Extended time
- Allow breaks
- Provide after or before school help regularly
- Use of daily schedules

Response Accommodations

Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

Response Accommodations	Assessment Adaptations	Classroom Assignments
- Reduce assignments requiring copying - Use rubrics - Provide homework logs and journals for homework follow-up - Use of graphic organizers for writing tasks across content areas - Provide lined/grid paper to keep math calculations organized - Allow student opportunity to jot down notes before responding orally to a prompt/question - Provide models/exemplars of finished products and fade to independence over time	- Alternate type of assessments - Preview language of assessment questions - Administer in short periods - Change format visually - Allow oral elaboration or verbal administration/response of assessment - Alternate assessment methods to ascertain knowledge other than participation/sharing in a large group setting - Provide tests AND assignments in segments so student finishes 1 segment before receiving the next one	- Reduce paper and pencil tasks - Use pictorial directions - Give extra cues and prompts - Allow student to record or type assignments - Buddy system - Daily checklists of tasks

Behavioral Strategies

- Develop self monitoring systems
- Change seating
- Increase student-teacher interaction
- Develop behavior plan with motivating incentives
- Adjust classroom management techniques
- Parent communication and shared incentives
- Define clear and consistent expectations-student-class
- Consult with school adjustment counselor or psychologist
- Use charts and graphs to monitor expectations
- Warnings for transitions
- Use of daily/individual schedule
- Use proximity to prompt appropriate behavior or cue use of strategies
- Introduce and utilize stress release activities and strategies into the daily schedule
- Access to flexible seating options which allow for controlled movement
- Access to movement breaks
- Use of sensory objects that fulfill movement-seeking behaviors/fidget-seeking behaviors/calming strategies

Motivation and Reinforcement

Techniques for motivation and reinforcement
- Increase positive reinforcement
- Offer choice
- Use student's strengths/interests
- Reinforce student's initiative in their own learning
- Promote self-determination skills

Executive Functioning Needs

- Repeat/rephrase directions, involving student so that he/she comprehends what is being asked
- Provide multi-step directions one at a time, incorporating visuals
- Prompt student with directions (e.g. what will I need, how do I begin, what are the steps, how will I know when I'm done, etc)
- Provide additional wait time for responses
- Verbal//nonverbal cues to redirect attention
- Prompting to sustain attention to tasks
- Use of organization strategies in the classroom (i.e. visual schedules, organizational checklists, graphic organizers, color-code materials)
- Alternative space within the classroom to take tests and quizzes//offer privacy barrier
- Cueing for transitions
- Use of agenda for homework assignments
- Alternative organizational system for materials (for ex, all supplies out of desk and placed elsewhere to provide natural movement breaks throughout the day)
- Monitoring of agenda for accuracy and completeness
- Monitor student for completeness of work
- Provision of a personalized, visual schedule
- Warn for upcoming transitions and make transition plan
- Provide a structured environment with clear expectations and predictable routines
- Alert student ahead of time for a change in routine
- Provide work completion checklists//that also emphasizes quality of work
- Teach strategies to self-check work and ensure best effort
- Wait time for responses
- Teach different methods of how to study information in preparation for a test/quiz
- Teach test-taking strategies before assessments, and review as necessary
- Monitor online work for completion before submission
- Provide opportunities to resubmit incomplete work without penalty, at teacher's discretion
- Remove/reduce distractions
- Utilize/avoid use of timers as a strategy for time management

Executive Functioning Needs

- Cue student ahead of time (to be called on, to read aloud, etc)
- Encourage self-verbalization strategies (e.g, "Let's make a plan, begin with, step 1...2...3....")

Implementation

- The above accommodations will be implemented consistently with fidelity, as needed to support individual student needs.
- The building based IST Teams will ensure progress monitoring systems are in place to ensure appropriate and timely accommodations are being implemented.

Communication

- Families, faculty, and staff will be kept apprised of these accommodations, while ensuring resources are shared to maximize the home/school partnership.
- The building based IST Teams will maintain regular two-way communication with families regarding their child's progress and accommodations.

Review

- The building based IST Teams will regularly review these accommodations and make adjustments as needed.
- The building based IST Teams will ensure collaboration among all key stakeholders to ensure the success of all students.

Saugus Public Schools - Student Support Team Flowchart

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                    ┌──────────────────────────────────────────────────────┐
                    │   Tier I Instruction - SPS Curriculum with Differentiation │
                    └──────────────────────────────────────────────────────┘

┌───────┐          ┌──────────────────────────────────────────────────────┐          ┌──────┐
│  Yes  │◄─────────│   Learning, Performance, and/Behavior meet Expectation │─────────►│  No  │
└───────┘          └──────────────────────────────────────────────────────┘          └──────┘

┌────────────────────────┐   ┌──────────────────────────────────────────────────────┐
│ Continue Tier I Instruction │  • Teacher completes SST request form
└────────────────────────┘   │  • SST Meeting scheduled
                             │  • Tier I goal written and data collection sheet developed
                             │  • Progress monitoring meeting scheduled
                             └──────────────────────────────────────────────────────┘

                    ┌──────────────────────────────────────────────────────┐
                    │   Teacher monitors progress with benchmarks and/or
                    │   curriculum based measures (6 - 8) weeks
                    └──────────────────────────────────────────────────────┘

┌───────┐          ┌──────────────────────────────────────────────────────┐          ┌──────┐
│  Yes  │◄─────────│   Learning, Performance, and/Behavior meet Expectation │─────────►│  No  │
└───────┘          └──────────────────────────────────────────────────────┘          └──────┘

┌──────────────────┐        ┌──────────────────────────────────────────────────────┐
│ Continue Tier I  │        │                Tier II Intervention                   │
│ Instruction and  │        └──────────────────────────────────────────────────────┘
│ progress monitoring │
└──────────────────┘        ┌──────────────────────────────────────────────────────┐
                            │  • SST team develops Tier II intervention plan
                            │  • Tier II goal written and data collection sheet developed
                            │  • Interventionist identified & intervention schedule established (2-3 days/week)
                            │  • Progress monitoring meeting scheduled
                            └──────────────────────────────────────────────────────┘

                    ┌──────────────────────────────────────────────────────┐
                    │   Interventionist analyzes data to assess student response to
                    │   intervention and modifies plan as needed (6 - 8 weeks)
                    └──────────────────────────────────────────────────────┘

┌───────┐          ┌──────────────────────────────────────────────────────┐          ┌──────┐
│  Yes  │◄─────────│   Learning, Performance, and/Behavior meet Expectation │─────────►│  No  │
└───────┘          └──────────────────────────────────────────────────────┘          └──────┘
                                                                    ┌──────────────────────────────────────┐
┌──────────────────┐                                                │ Adjust goal or intervention continue Tier II │
│ Continue Tier I  │                                                └──────────────────────────────────────┘
│ Instruction and  │
│ progress monitoring │    ┌──────────────────────────────────────────────────────┐
└──────────────────┘      │               Tier III Intervention                    │
                          └──────────────────────────────────────────────────────┘

                          ┌──────────────────────────────────────────────────────┐
                          │  • New goal written
                          │  • Intervention becomes more intense (4-5 days/week)
                          │  • Performance and/or behavior do meet expectation
                          │  • Monitor progress (3 - 4 weeks)
                          └──────────────────────────────────────────────────────┘

┌───────┐          ┌──────────────────────────────────────────────────────┐          ┌──────┐
│  Yes  │◄─────────│   Learning, Performance, and/Behavior meet Expectation │─────────►│  No  │
└───────┘          └──────────────────────────────────────────────────────┘          └──────┘

┌────────────────────────┐                                      ┌──────────────────────────┐
│ Consider move to Tier II or │                                  │ Referral to Special Education │
│ continue with Tier III      │                                  │ by school SST team            │
└────────────────────────┘                                      └──────────────────────────┘
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Saugus Request for Student Support Team Meeting

Date of request		Student	
School		Grade	
Teacher		Primary Language	
Meeting date/time			
Please invite	☐ Administrator ☐ Math Interventionist ☐ Reading Interventionist ☐ ELL Teacher	☐ Classroom Teacher ☐ Guidance ☐ Nurse ☐ BCBA ☐ OT ☐ Psychologist	☐ PT ☐ Speech ☐ Other
Prior to the meeting	☐ Student should be observed in _____ by _____ ☐ Work samples provided to highlight areas of concern (if applicable)		

Student Strengths	Areas of Concern

What strategies have you tried? What has worked?	
Assessment data: Reading, math, writing, standardized test scores, and attendance	
Has the parent/guardian/caregiver been notified of these concerns? What are their concerns?	

Follow up procedures

1. Completed form is given to the SST Lead who then secures the meeting room and invites the attendees.
2. SST Lead creates a yellow SST folder for the student to be kept in the student's cumulative folder.

Saugus Student Support Team - Agenda

Role	Responsibility	Time
Time keeper	Keeps meeting on schedule	SST meetings should be no more than 30 minutes
Presenter	Classroom teacher presents concerns and/or supporting data	5 - 7 minutes
Facilitator	Initiates the brainstorming session in order to help generate a targeted goal for intervention, may refer to the DCAP	8 - 10 minutes
Recorder	Records all brainstorming/intervention ideas on a chart pad and/or whiteboard	
Goalkeeper	Works with the SST Lead to develop the SMART goal and data collection sheet for the teacher/interventionist to implement	8 - 10 minutes
ST Lead	Completes the appropriate Tier Progress Monitoring forms and ensures that the administrator has signed off and the next meeting is scheduled	5 - 7 minutes

Saugus Student Support Team - Process Checklist

A student is referred to SST based on universal assessment data and/or behavioral data that indicates they are below benchmark in the ability to access the academic and/or behavioral curriculum.

Action Taken		Date	Initials
Request SST Process	Classroom teacher completes the SST request form and submits it to the principal via the building clerk.		
	Classroom teacher notifies the parent/guardian/caregiver of their concern and lets them know that they are referring their child to SST.		
Initiate SST Process	SST Lead sets up a YELLOW folder for the student, and includes the request form. (*to be kept in student cum folder*)		
	SST Lead schedules a Tier meeting within two (2) weeks of the referral.		
During and immediately following the first meeting	At the meeting, the SST uses the appropriate Tier (1, 2, or 3) intervention form		
	Principal signs off on the form		
	Classroom teacher calls the parent/guardian/caregiver to review the plan.		
	SST Lead makes copies for all members		
	SST Lead files the original form in the YELLOW folder.		
	SST schedules the progress monitoring meeting 6 - 8 weeks from the date of the initial meeting.		
Progress Monitoring Meeting	Data is presented to determine the student's response to intervention.		
	Discussion and consensus on the next steps that include: ● Tier 1: classroom interventions by the teacher. ● Tier 2: interventions work with small groups of students 2 - 3 days/week. ● Tier 3: interventionists work with students individually or small groups 4 - 5 days/week		
	SST Progress Monitoring review form is completed		
If after two (2) rounds of intervention at both Tier 1 and Tier 2, the data includes that the student is NOT responding to intervention, the student moves to Tier 3.			
Tier 3 is a shorter invention period (3 - 4 Weeks). The parent/guardian/caregiver is invited to the Tier 3 progress monitoring meeting. If the data shows little to no progress, the student is referred to special education. Parent/guardian/caregiver signs the consent to evaluate at this meeting. **ALL Tier interventions continue during the 45 day evaluation period.**			

Saugus Student Support Team - Tier 1

I.   Student Name: _____ Grade: _____ Teacher: _____Date of Meeting: _____

II.   Review the initial request form and brainstorm ideas in order to address student concerns.

III.   Write a measurable intervention goal(s) based on the concerns.

IV.   Identify the student strengths and interests that could be used to support learning.

V.   Describe the intervention(s) - Who is providing the intervention? How long? Where?

VI.   Identify progress monitoring/data that will be collected - How taken? Who will take it? Who will compile it? Attach a data sheet.

VII.   Identify anything that will assist in the implementation of the intervention plan (materials/supplies/resources)

VIII.   Set next meeting to review the data (give intervention at least 4 - 6 weeks to observe a change)

Progress monitoring review meeting: Date: _____ Time: _____

Signature of Administrator: _____   Date_____

Parent/Guardian/Caregiver (s) informed of Tier 1 plan by: _____ Date: _____

Follow up - SST Lead secures meeting room and invites the following people via Google Invite:

Invitees: _____

Saugus Public Schools - Progressing Monitoring - Tier 1

I. Date of the progress monitoring meeting: _____
    SST members present:

    _____   _____

    _____   _____

    _____   _____

    _____   _____

II. Review data/meeting summary:

III. Indicate next steps (check appropriate box)
    ☐ Goal met. No further action. File paperwork in the student cumulative folder (yellow folder)
    ☐ Making progress. Continue Tier 1 instruction. (may need to increase goal expectations)
    ☐ Not making adequate progress. Refer the student to Tier 2 SST.

    ☐ Parent/Guardian/Caregiver informed of Tier 1 _____ Date: _____

Principal Signature: _____ Date: _____

Not Making Adequate Progress:

☐ Set SST Tier 2 meeting date/time: _____
☐ SST Lead secures meeting room and invites the following people via Google Invite:

Invitees: _____

Saugus Student Support Team - Tier 2

I.   Student Name: _____ Grade: _____ Teacher: _____ Date of Meeting: _____

II.   Review the Tier 1 data and brainstorm ideas in order to address student concerns.

III. Write a measurable intervention goal(s) based on the concerns.

IV.   Identify the student strengths and interests that could be used to support learning.

V.   Describe the intervention(s) - Who is providing the intervention? How long? Where?

VI.   Identify progress monitoring/data that will be collected - How taken? Who will take it? Who will compile it? Attach a data sheet.

VII. Identify anything that will assist in the implementation of the intervention plan (materials/supplies/resources)

VIII. Set next meeting to review the data (give intervention at least 4 - 6 weeks to observe a change)
Progress monitoring review meeting: Date: _____ Time: _____

Signature of Administrator: _____   Date_____

Parent/Guardian/Caregiver (s) informed of Tier 2 plan by: _____   Date: _____

Follow up - SST Lead secures meeting room and invites the following people via Google Invite:

Invitees: _____

Saugus Public Schools - Progressing Monitoring - Tier 2

I.   Date of the progress monitoring meeting: _____
     SST members present:

     _____   _____

     _____   _____

     _____   _____

     _____   _____

II. Review data/meeting summary:

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III. Indicate next steps (check appropriate box)
   ☐ Goal met. No further action. File paperwork in the student cumulative folder (yellow folder)
   ☐ Making progress. Continue Tier 2 instruction. (may need to increase goal expectations)
   ☐ Not making adequate progress. Refer the student to Tier 3 SST.

   ☐ Parent/Guardian/Caregiver informed of Tier 2 _____ Date: _____

Principal Signature: _____ Date: _____

Not Making Adequate Progress:

☐   Set SST Tier 3 meeting date/time: _____
☐   SST Lead secures meeting room and invites the following people via Google Invite:

Invitees: _____

Saugus Student Support Team - Tier 3

I. Student Name: _____ Grade: _____ Teacher: _____Date of Meeting: _____

II. Review the Tier 2 data and brainstorm ideas in order to address student concerns.

III. Write a measurable intervention goal(s) based on the concerns.

IV. Identify the student strengths and interests that could be used to support learning.

V. Describe the intervention(s) - Who is providing the intervention? How long? Where?

VI. Identify progress monitoring/data that will be collected - How taken? Who will take it? Who will compile it? Attach a data sheet

VII. Identify anything that will assist in the implementation of the intervention plan (materials/supplies/resources)

VIII. Set next meeting to review the data (give intervention at least 4 - 6 weeks to observe a change)

Progress monitoring review meeting: Date: _____ Time: _____

Signature of Administrator: _____   Date_____

Parent/Guardian/Caregiver (s) informed of Tier 3 plan by: _____ Date: _____

Follow up - SST Lead secures meeting room and invites the following people via Google Invite:

Invitees: _____

Saugus Public Schools - Progressing Monitoring - Tier 3

I.   Date of the progress monitoring meeting: _____

       SST members present:

_____   _____

_____   _____

_____   _____

_____   _____

II.   Review data/meeting summary:

III.   Indicate next steps (check appropriate box)

☐ Goal met. No further action. File paperwork in the student cumulative folder (yellow folder)

☐ Making progress. Continue Tier 3 instruction. (may need to increase goal expectations)

☐ Not making adequate progress. Refer for Special Education evaluation.

☐ Parent/Guardian/Caregiver informed of Tier 3 _____ Date: _____

Principal Signature: _____ Date: _____

Not Making Adequate Progress:

☐   Notify special education ETL and provide all Tier data in the yellow folder

☐   Special education ETL, in conjunction with the SST members determine what evaluations are needed

☐   Consent form to evaluate is sent to the parent/guardians/caregivers

Saugus SST Template Intervention Tracker

Teams will create a Google Sheet to populate this data throughout the process.

- Entered on Date
- Student Last Name
- Student First Name
- Student LASID
- Entered by
- School
- Teacher
- Date of Initial Meeting
- Reason for Referral
- First Prescribed Intervention
- Effectiveness of Intervention
- Next Steps
- Second Prescribed Intervention
- Date of Follow-up Meeting
- Effectiveness of Intervention
- Next Steps
- Third Prescribed Intervention
- Referral Tracking Complete