Athol-Royalston Regional School District
District Curriculum Accommodation Plan (DCAP)

The Athol-Royalston District Accommodation Plan is to assist school leaders and teachers in planning and providing general education services to accommodate the diverse learning needs of students.

Chapter 71: Section 38Q1/2, Curriculum Accommodation Plan

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 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement."*

2022-23 DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

PURPOSE OF THE DCAP

The District Curriculum Accommodation Plan (DCAP) was developed to provide guidelines for helping all Athol-Royalston Public School students meet Massachusetts' Curriculum Frameworks for each grade level and demonstrate success on assessments and future planning. It has been prepared for principals, classroom teachers and the Child Study Teams to use as a resource. The plan is designed to assist principals in ensuring that all efforts have been made to meet students' needs in regular education and to assist regular classroom teachers in analyzing and accommodating diverse learning styles of all children in the regular classroom.

This document includes resources on providing appropriate services and supports within the regular education program including, but not limited to, direct systematic instruction in reading, consultation with other professionals, remedial support, and provisions of services to address the needs of children whose behavior may interfere with learning. The plan also lists services and processes available to students that are suspected of having a disability or are on a plan due to a disability.

The purpose of the planning, development, implementation, and monitoring of the Athol-Royalston Regional School District's DCAP is to assist school leaders and stakeholders in knowing what the internal resources are available in evaluating, planning, implementing, and monitoring programming in the regular education settings that addresses the diverse learning needs of students, and to avoid unnecessary referrals to the Special Education Department. Each school is working toward accommodating the needs of diverse learners in all classroom settings. This will be achieved through on-going professional development, support services through general education settings, direct and systematic instruction to all students, consultation amongst administrators and other professionals, encouragement of teacher mentoring and collaboration, and encouragement of parental involvement in their children's essential learning.

All services outlined in this document are available to all students that are found eligible (through evaluation processes in Special Education or 504) or in need of support through the Multi-Tiered System of Support (MTSS) system. Services and eligibility for those services are available to all students regardless of sex, race, gender identity, religion, housing status, socio economic status, sexual orientation, country of origin, disability, or primary language.

A mechanism of the DCAP process is designed so that teachers engage in providing vigorous accommodations in the classroom by using data driven actions and monitoring accommodations to track the effectiveness of interventions and integrity in their application. The DCAP will address various strategies to use during the identification of challenges to learning and the resolution process by targeting the following:

- Assistance to regular education teachers in a systematized format (Child Study Teams) that will aid teachers and non-special education support staff through collaboration and consultation to develop intervention planning and problem-solving processes under a MTSS model in their schools that will be implemented and monitored for effectiveness.
- Identification of support programs that are available in the district that include learning and behavioral issues.

- Direct instruction for students requiring support in reading and math.
- Involvement in the new teacher mentoring process.
- Encouragement of parental involvement in the problem-solving and implementation process relevant to tying together regular education strategies with home support.
- Addressing the needs of diverse populations and resources.
- Providing support for those that miss instruction due to extended absences.
- Providing supports to students and families whose primary language is not English.

LEGAL REQUIREMENTS

Massachusetts General Laws require school districts to implement District Curriculum Accommodation Plans (DCAP) to help ensure all efforts have been made to meet a student's needs in regular education. The plan should encompass efforts as follows:

- Analysis of diverse learning.
- Accommodate the needs of diverse learning styles within regular education classes.
- Provisions for appropriate services and support within the regular education program
- Direct and systematic instruction in reading.
- Services to address the needs of children whose behavior may interfere with learning.

"A statutory requirement exists for each school district to develop a District Curriculum Accommodation Plan (DCAP). The intent of this requirement was to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education."

THE CHILD STUDY TEAM (CST)

Processes in Finding Student Supports In-District
The CST is school-based and uses a collaborative problem-solving approach in addressing difficulties for those students not making effective progress. CST reinforces that the needs of students are identified first within the MTSS system of tiered support on an ongoing basis, and that an array of interventions and data have been documented prior to a CST referral. The support of counselors, curriculum and technology specialists, administrators, and other appropriate personnel may provide ideas, peer assistance, and solutions to their colleagues, or offer suggestions for better utilization of resources and staff time as part of the tiered process before the CST reviews the case.

The CST is not a pre-referral for 504 Individual Accommodation Plans or the special education referral process. Though the end result may lead to a referral for an initial eligibility assessment under one of those plans. Ideally this should not be the expectation.

The Child Study Team collaborates to plan, communicate, implement and monitor interventions according to a response to intervention, goal-based system, with data collected to measure progress at intervals agreed upon by the team members. Typically, interventions must be implemented for at least 4-6 weeks in order to provide enough time to be effective and yield meaningful data. Subsequent meetings are held to review data and make alterations to intervention strategies, or decide upon next steps. These next steps may include more intensive interventions, alternative

strategies, a fading of interventions if progress is observed, or possibly a referral for additional evaluation.

No instructional support program or other intervention may limit a parent's right to refer their child for a 504 or special education evaluation. Parents who notify teachers and/or building administration that they intend to refer their child for an evaluation should also be informed that the school will begin the CST process at that same time. The rationale is that students who need support cannot wait 45 days to get it and that the special education team relies on current performance data to make decisions about eligibility, goals, and services. An evaluation in special education or for a 504 plan leads to determining eligibility for services under those plans. Not all children are found eligible for 504 or special education services. The solutions to a child's barriers to learning may be found within supports and practices in the general education setting as explored by the CST process.

Steps that may lead to the CST process

- Concern about student's educational progress
- Student is failing to meet grade level expectations or the student is exhibiting social, medical, or behavioral difficulties or the student received a warning designation on MCAS
- Teacher has consulted with the student's former teachers
- Teacher has contacted parent(s) for input
- The teacher has attempted various accommodations/interventions and instructional strategies without success
- The teacher has reviewed available assessment results
- The teacher has documented concerns and collected data with samples of the student's work, anecdotal notes, and provides examples of strategies/interventions attempted that were unsuccessful.

How the Process Works
When a teacher is seeking assistance for a student experiencing academic or behavioral difficulty in their classroom, they can utilize and document supports that have been applied in the MTSS Tiers while collecting data on the effectiveness of instructional strategies and accommodations used in those tiers and present that information to the CST.

Initial CST meeting
The CST reviews each individual case and seeks additional information. If the data collected during the tiered interventions before the CST process begins is felt to be insufficient, the CST (Team) will review the suspected problem and explore other strategies to implement within a six-week window. This will most likely include, implementing new interventions, collecting data, and analyzing outcomes. Monitoring and data procedures will involve the classroom teacher during this time frame. A follow up meeting is scheduled for the end of the six weeks, or sooner if appropriate.

Things to Consider Before Referring to the Child Study Team
- Consult with last year's teacher, the student, parent(s)/guardian, and other professionals (Nursing, SAC, guidance, etc.)
- Consider cultural and linguistic background of the student
- Review portfolio of the student's work

- Review student's educational history
- Conduct observations of student
- Gather data on the student's performance in curriculum areas
- Identify the student's learning profile
- Review student's work habits
- Ask if instruction has been differentiated

Identify and Implement Strategies
- Review baseline data. Review areas where data is missing.
- Use of instructional support services, consultative services, enrichment programs, MTSS supports, remedial and other academic support options.
- Accommodations to the curriculum and/or environment.
- Accommodations in teaching strategies, teaching environments, or materials.
- Establish the focus of the data collection process

If the student has made progress with support from the CST in place, no further action is needed except for continued monitoring for as long as the CST team determines monitoring is necessary.

If the student has not made progress, the team discusses and makes a recommendation for one of the following, 504 evaluation, IEP Initial Evaluation, Individual plan based on DCAP supports, and/or Health Plan. The CST Team assures that all data collection materials and documentation accompany the referral information.

CLASSROOM PRACTICES

Classroom practices are the range of instructional practices and strategies that are employed to assist students to learn. These include, but are not limited to: time, space, modality, grouping, presentation, classroom organization and behavior management, materials, equipment, technology, and environment.

With the needs of diverse learners in mind, educators need to promote:

1. Student Self-Management - Use strategies designed to promote student self-management and independence. Provide consistency, structure, and clear expectations. Provide appropriate positive learning reinforcement, feedback, and recognition for student accomplishment.
2. Settings for Instruction and Learning - Promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure. Provide opportunities and environments for meaningful participation of all students in instructional and social activities. Adapt physical environments to match the learning needs of students.
3. Instructional Practice - Incorporate life skills, social and affective skills, and skills in self-advocacy throughout the curriculum. Choose teaching and learning methods that match the learning needs and styles of the student. Incorporate direct instruction in problem-solving and critical thinking skills, and in research and technological skills throughout the curriculum. Make sure the language of instruction effectively communicates and promotes student understanding for all students. Use methods to promote active learning, including hands-on

learning, real-world and experiential learning, community-based learning, and learning involving student choice. Use learning materials, equipment, and media, tailored to the unique learning needs of students. Design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and novel. Use varied and flexible grouping strategies for instructional purposes. Use flexibility in pacing of instruction, scheduling, and time-usage based on the needs of individual students. Communicate and collaborate with other teachers, specialists, students, families, and appropriate agencies in planning and implementing effective instruction.

What are the Appropriate Assessment Practices?
Assessment practices are the accommodations and adaptations necessary for all students to adequately demonstrate knowledge and skills.

In assessing the learning of diverse learners, educators need to:
1. Allow for a variety of assessments that evaluate what is being taught. These assessments may include: exhibitions, portfolios, daily work, observations, self and peer evaluations, demonstrations and projects, oral tests, cooperative group assessments, and family, community, and employee evaluations/observations.
2. Ensure that the language used in assessment is consistent with the language used during instruction. When assessing, always consider the student's culture/preferred language, clarity of directions, verbal and nonverbal options (e.g., sign language).
3. Consider the student's unique needs when determining the content of the assessment.
4. Consult with other teachers and professional staff relevant to addressing behavioral issues or learning styles of the student.
5. Identify the skills or content to be assessed and ensure that assessments test only the content taught.
6. Design assessments to determine what the student knows as opposed to what the student does not know.
7. Utilize student's prior knowledge to determine instruction and subsequent assessments.
8. Identify individual learning styles and design assessments to elicit a variety of thinking and application skills
9. Design assessment procedures and accommodations to meet individual student needs.
10. Assess in student's primary communication mode (i.e., Braille, sign language, picture board, etc.) Utilize a variety of people (i.e., family, peers, employers, other professionals, etc.) in the assessment process. Utilize technology for presentation of assessment and student responses.
11. Allow flexibility in the time and scheduling of assessments. Allow extended time. Allow the student to take breaks. Divide assessments into smaller segments. Schedule assessments when a student can perform best. Utilize untimed assessments.
12. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose an environment that fits best. Consider a student's physical condition, endurance, emotional state, attention span and distractibility, medical condition, etc., at the time of the assessment. Control for distractions. Create supportive settings that encourage student participation. Use preferential seating. Use real life settings and other alternative environments.
13. Consider the evaluation criteria that will be utilized when designing assessments and set the criteria prior to assessment. Involve others in determining the realistic expectations and goals

for the student. Provide family and others the opportunity to assist in interpreting assessment results, make expectations and criteria clear and explicit. Provide a variety of grading methods, including: individual grading scale, narrative reports, and group performance grades.

Service Options

Service Options imply systems of organizing people and materials to supply and deliver educational opportunities, accommodations, and supports in order for all students to be successful learners.

For students to have adequate opportunities to learn, schools will:

1. Involve families, community members, and peers in the design and implementation of educational services for all children and youth.
2. Use shared and flexible resources, including personnel, fiscal, facility, program, time, and administrative process to meet student's needs and offer appropriate services by providers with specific expertise.
3. Offer curriculum and instruction that is diversified through a variety of modifications using alternative scheduling, accessibility, optimal learning environments, grouping, accommodation of multiple learning styles, setting appropriate expectations, student-teacher ratios, and using a variety of instructional techniques.
4. Support collaborative planning and consultation with individual students, teachers, support staff, team members, family members, the community, and other agencies with the management of time and resources.
5. Design support services for students to help them with life management including safety, health, wellness, social relationships, and learning.
6. Assure students the opportunity to plan and prepare for successful life adjustment after high school including career development, community involvement, post-secondary education, recreation and leisure choices, and daily living activities.
7. Maximize the use of technology as a tool for learning.
8. Provide information regarding educational opportunities to students, families, and school personnel for continuous improvement of services to students.
9. Offer support services to assist students in managing behavior, expressing needs, developing friendships, resolving conflicts, and making choices and planning their lives.

Elementary Resources

Reading Specialist	School Adjustment Counselors
Title 1 Support	School Psychologist/Guidance
English Language Learners (ELL) Teacher	Grade Level Team Leaders
Nursing	Academic Coach
Child Study Team	Curriculum Director
Consultation to private schools for students parentally placed in private schools	Homeschooling consultation or walk-in supports
Consultation with professional staff and related services providers	Child Find Services

Middle School Resources

Team Structure Reading Teacher/Specialist After school help in all disciplines Intervention block English Language Learners (ELL) Teacher Consultation to private schools for students parentally placed in private schools Consultation with professional staff and related services providers	Child Study Team Guidance Counselors School Psychologist Nursing Curriculum Director Homeschooling consultation or walk-in supports Child Find Services Academic Coach

High School Resources

English Language Learners (ELL) Teacher After school help in all disciplines Advisory program Guidance Counselors School Adjustment Counselors Consultation to private schools for students parentally placed in private schools Consultation with professional staff and related services providers	Child Study Team Psychologist Nursing Curriculum Director Homeschooling consultation or walk-in supports Child Find Services Academic Coach Staf trained in structured reading programs

Other Resources (Special Education)

Substantially separate classrooms exist in the district to address the needs of students with moderate to severe cognitive issues and emotional/behavioral issues who qualify under special education services for students who receive supports through an IEPs. Students who are not on an IEP will not receive services through the Special Education staff unless they are in an inclusion classroom with special education staff available, or are in the referral process and are suspected of having a disability.

There are two types of programs that are considered substantially separate in the district. These are the STRIVE classrooms (Available at, ACES, ARMS, and AHS), which address the needs of students that struggle with emotional and/or behavioral challenges, and the FUTURES classrooms (ARMS and AHS), that address the needs of students with cognitive deficits. These programs, though substantially separate, are considered partial pull-out programs in that students can spend part of their day, or more, depending on their needs outside of the significantly separate classroom.

OTHER NON-SPECIAL EDUCATION SUPPORTS

- Summer tutoring
- Dual enrollment

- Crisis intervention staff – Select school staff are trained to respond in non-violent crisis intervention situations. Trained staff respond to classrooms to provide de-escalation of aggressive behaviors, and if necessary, physical restraint.
- Title I services – Remedial program for math and language arts depending on needs.
- 504 plans – Accommodations relevant to access and addressing the needs of the student under the Americans with Disabilities Act.
- Consultation with internal or external providers.
- Computer and assistive technology support in the classroom.
- In-House supervision (Where applicable) for addressing behavioral issues requiring disciplinary action, but allowing for supervised access to the curriculum in a controlled setting.

CLASSROOM ACCOMMODATIONS

General Education provides a rich educational experience for all students. Athol-Royalston Regional School District is committed to developing the general education classroom so that all students can find success in that learning environment. ARRSD endeavors to make the general education classroom an appropriate placement for all students. The following is a list of possible strategies that may be employed to reach that goal.

CURRICULUM/INSTRUCTION/ASSESSMENT STRATEGIES – List of ACCOMMODATIONS / MODIFICATIONS / INTERVENTIONS	Arrange small group instruction
Provide multi-modal presentations of materials	Develop/implement academic contracts with students
Utilize differentiated instruction and assignments	Development/implementation of Educational Proficiency Plan (EPP)
Provide alternate assessment options	Utilize homework logs/agendas as appropriate
Repeat or re-teach concepts	Highlight main ideas and supporting details in the text
Ask student to repeat/paraphrase context to check understanding	Provide copied material for extra practice (i.e. outlines, study guides)
Offer peer teaching/group activities	Model content area reading strategies
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, spell check	Simplify/repeat instructions about in-class and homework assignments
Include study skills strategy instruction	Vary instructional pace
Utilize transition cues	Provide individual help in the classroom
Develop teacher-student contacts	Vary kind(s) of instructional materials used
Introduce definition of new terms/vocabulary and review to check for understanding	Provide tests in segments so that student hands in one segment before receiving the next part
Incorporate incentives/rewards	Offer oral/untimed/extended time testing
Utilize technology/computer assisted instruction	Limit amount of material presented on a single page
Provide challenge projects	Provide a sample or practice test
Utilize multiple intelligence/learning style approaches	Break down assignments into manageable parts with clear/simple directions, given one at a time
Model use of graphic organizers	Allow student to highlight/color-code assessments
Develop integrated curriculum projects	Provide check lists for tasks and/or editing

Incorporate appropriate instructional software & apps	Provide student with a means of catching up on missed lessons
Provide calculators and demonstration on use	Provide written directions in addition to oral directions
Offer research assistance	Allow access to word processing and keyboarding
Use of computers/tablets/Chromebooks	Provide notes for student review ahead of lesson
Audiobooks/e-books	Include tactile activities
Utilize listening centers	Provide models and exemplars
Allow oral testing	Individual reference sheets for problem solving
Provide manipulatives	Provide wait time
Vary teaching strategies	Provide reference tools
Identify student's learning style	Share teacher/peer notes
Provide visual clues	Reduce workload – Teach for mastery

BEHAVIORAL INTERVENTIONS/PHYSICAL STRATEGIES - List of ACCOMMODATIONS / MODIFICATIONS / INTERVENTIONS	Adjust classroom management
Positive behavior intervention strategies	Use simple corrective measures
Classroom interventions by counseling staff/team	Give student opportunity to stand/move while working
Extra time for reading/writing	Make separate "space" for different types of tasks
Frequent teacher check ins	Provide easy access to supplies
Arrange seating accommodations – preferred seating	Provide a checklist for student, parents, and/or teacher to record assignments or completed tasks
Develop student-teacher contacts	Utilize logical consequences
Develop/implement behavioral plans	Post rules and consequences for classroom behavior
Include positive reinforcement/incentives/rewards	Reinforce self-monitoring and self-recording of behaviors
Utilize charts and graphs to monitor expectations	Grade for content integrity, not just neatness and/or presentation
Adjust classroom management strategies	Assign chores/duties around room/school
Facilitate parent support/communication	Reinforce appropriate behavior
Consult with school psychologist, social worker, special needs staff	Establish a nonverbal cue between teacher and student for behavior monitoring
Individual and small group counseling	Use a timer to assist student to focus on given task
Incorporate stress-release activities	Adapt environment to avoid distractions
Use visual/auditory aids	Have student restate or write directions/instructions
Change levels	Use simple, concise instructions with concrete steps
Use contract learning	Provide on-going positive reinforcement
Have strategies in place for unpredictable mood swings	Determine trigger points and prevent action leading to trigger points
Develop alternate assignments and assessments	Provide for socialization opportunities
Provide a mentor	Cross grade levels
Provide rewards	Home/school communication

ORGANIZATIONAL STRATEGIES - List of ACCOMMODATIONS / MODIFICATIONS / INTERVENTIONS	Provide clues (e.g. clock faces) indicating beginning and ending times
Utilize flexible grouping	Rotate the student's schedule
Utilize contract learning	Reduce the student's schedule
Provide ongoing home/school communication	Invite parental assistance
Cooperative teaching	Model/reinforce organizational systems (i.e. color-coding)
Consult and co-planning by grade level teams	Check student's recording of assignments
Experiment with a flexible schedule	Set time expectations for assignments

REMEDIAL/CHALLENGES - List of ACCOMMODATIONS / MODIFICATIONS / INTERVENTIONS	Utilize peer buddy tutoring systems
Provide test taking strategies and practice	Schedule counsel or meetings
Develop study skills strategies	Utilize study groups
Consult with professional colleagues	Provide assistance with note taking
Consult with professional colleagues	Provide ongoing home/school communication

PROLONGED AND ACCUMULATING ABSENCES

For students that are out of school for extended periods due to prolonged hospitalizations or other monitored reasons. The district will follow the following State requirement:

Massachusetts Department of Elementary and Secondary Education regulation, 603 CMR 28.03(3)(c), provides:

> *"Upon receipt of a physician's written order verifying that any student enrolled in a public school . . . must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period not less than fourteen school days in any school year, a student is eligible to receive educational services in that setting, temporarily, from the public school district…"*

Upon receipt of a Physician's Statement notifying the district that the student will be out of school for a period of at least 14 days over a prolonged period, or in increments accumulating to at least 14 days, the district will look and apply options to help the student access the curriculum.
The goal is to keep the student aligned with class work as much as possible so that it will be easier to transition back to in-class learning.

CURRICULUM SUPPORTS FOR ENGLISH LANGUAGE LEARNERS (ELL)

The following is required of all school districts in Massachusetts: All children in Massachusetts Regional schools are taught English by being taught in English. All children be placed in English language classrooms. Children who are English learners will be educated through sheltered English immersion. Districts annually determine, no later than April 1, the number of English learners in the district, and classify them according to grade level, primary language, and the English learners program in which they are enrolled. Districts annually administer a standardized, nationally normed

written test of academic subject matter in English for grades 2-12 and a nationally normed test of English proficiency for grades K-12. Districts send report cards and other school information to parents and guardians of English language learners in the same manner and frequency as such information is sent to other parents and guardians and, to the maximum extent possible, in an understandable language. Office of Educational Quality and Accountability conduct onsite visits to school districts at least once every five years to evaluate the effectiveness of programs serving English language learners. Two-way bilingual programs, whereby students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language "shall be unaffected". No waivers are necessary for participation in a two-way bilingual program. English language learners are provided language support services until they are proficient enough English to participate meaningfully in the district's education program. The district has available translator services on-site for students and families speaking Hispanic.

Home Language Survey at the time of registration is presented to parents. The parent(s)/guardian will be asked to complete the Home Language Survey (HLS) at that time. A copy in the parent(s)/guardian(s) native language will be provided if necessary. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the content of the HLS form indicates a language other than English in the home, a copy of the HLS will be forwarded to the ESL provider and the student will be tested within 30 days. The testing results will determine if the services are necessary based on English proficiency criteria set by the district and the student should be classified as ELL if they are.

Goals
- Utilize the appropriate tools to allow English Language Learners to succeed academically and become active members of our community.
- Provide appropriate academic models and instructional support to assist English Language Learners in order that they may meet the same high academic standards as native English speakers.
- Enhance the abilities and opportunities for English Language Learners to meaningfully participate in all aspects of the school community.
- Provide a sheltered English curriculum based on the Massachusetts 2011 Curriculum Frameworks.
- Develop professional development for all staff on matters related to teaching English Language Learners.
- Monitor English Language Learners' achievement on state and local assessments.
- Communicate with parents regarding academic and school related news in a language that they understand.

ELL State Assessment
In the fall of 2012 Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including 27 states in the US to guide ELL programs. ACCESS is the ELL assessment associated with the WIDA standards. It is administered annually by WIDA certified educators.

Assessment Instruments for ELL
- W-APT
- ACCESS

Description of ELL Assessments

WIDA ACCESS Placement Test (W-APT) is a language ability and proficiency assessment consisting of oral, reading, writing, and listening components. ACCESS is the annual assessment required by the Department of Education. The ACCESS test measures English language skills in reading, writing, listening, and speaking, necessary for functioning in classes conducted in English.

Testing Accommodations for ELL Students
No Child Left Behind Act of 2001 requires that schools monitor and report the progress of all students, as well as specific groups, such as ELLS, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and the results are used to inform instruction. Therefore, all English Language Learners must be tested. However, ELL students are offered certain accommodations. A range of test accommodations is available to all ELL students and to former ELL students for up to two years after passing the state MCAS test.

Accommodations include: Time extensions (time and a half of productive test-taking); Separate locations and/or small group administration; Bilingual glossaries and dictionaries (word-for-word translations only); Simultaneous use of English and other available language editions; Oral translations for lower incidence languages; Written response in the native language.

IN-DISTRICT PUPIL SERVICES

Speech and Language Treatment Services
Speech and language services are provided to students at all grade levels who are on IEPs that are eligible for the service. Services are provided according to the student's individual needs, and are provided as one-to-one pull-out service, consultation, or services delivered in small groups as identified on an IEP. Services occur within the general or special education settings for walk-ins and other students within the Athol-Royalston Regional School District for students on IEPs. Speech and Language Pathologists (SLPs) may consult with general education teachers on general education students as needed for students that are not on IEPs concerning strategies for working with students in the general education setting.

The Early Childhood program provides speech and language services for children displaying speech and/or language difficulties. The speech and language staff provides this service at either RCS or ACES.

Occupational Therapy Support Services
Occupational Therapists and Physical Therapists provide support services throughout the district (preschool through high school). Staff is available to participate in Student Support Team meetings, provide observation and direct consultation to teachers, to help children access the regular curriculum when sensory, motor, and perceptual skills are delayed or interfere with school

performance. The Occupational Therapy Department has materials available to support pre-writing and hand skill development.

Behavioral and Emotional Support Services
The Adjustment Counselors, BCBA (Elementary level), School Adjustment Counselors, Guidance Counselors, and School Psychologists are available to provide consultation to staff and direct services to students who are experiencing social, emotional and behavioral difficulties. School based personnel are able to complete a functional behavioral assessment for students who are having behavioral difficulties and to develop a behavioral plan to address a student's needs.

Staff development is also available on social, emotional and behavioral topics to assist teachers and staff to recognize, address the emotional concerns of their students, and help students learn skills as they relate to classroom management issues.

Guidance and Counseling Services
The purpose of the school counseling service is to provide an array of services that facilitate the development of all students and provide programs that contribute to the effectiveness of the student's total educational objectives and goals. In working with students, the guidance counselors evaluate the total picture in terms of intellectual and social development, parental attitudes and aspirations, family relationships, and most importantly, student input about themselves, their personalities, their problems and their needs. A major purpose of guidance and counseling services is to help students to better understand and adjust to their new school and environment so that they can make a smooth transition from one school or grade level to another and work with other professionals to support students academically and emotionally.

The guidance counselors 5-12 work diligently to design programs, schedules, and activities that will assist all students learn social skills and identify personal attributes that will enable them to lead more productive and satisfying lives beyond their school years.

The educational and career component of the guidance services is designed to assist students to identify their own skills, competencies and preferences and thus expand their own self-awareness to establish a base of information about career alternatives.

Adjustment Counselors
The School Adjustment Counselors provide a wide variety of supports to students and their parents as well as other staff through direct interaction and consultation. The Adjustment Counselors work with both typical and special education students. School Adjustment Counselors provide direct services to students in the form of individual and group experiences. These groups would include social skills, anger management and insight-oriented therapy. For older students the individual and group sessions may also deal with vocational preparation, substance abuse, bullying, college and career preparation, personal identity, and sexual harassment.

The Adjustment Counselors provide ongoing consultation to administrators and staff on a variety of issues. These may include behavioral strategies, social and emotional concerns and gathering information on developmental issues. The Counselors may participate in the CST and Special Education evaluation teams. They also work with building administrators, classroom teachers and

psychologists when a functional behavioral assessment (FBA) needs to be developed for a student. The Counselors may participate in the manifestation determination meetings for special education students. They also coordinate the building's referrals to outside mental health services and participates in meetings with family initiated consultants. The Counselors work with a variety of outside agencies such as DDS, DCF, DYS and DMH and coordinate services for students who are also under the auspices of these agencies.

Transition Planning
Information is shared between grades and schools for students coming into new grades for the following year.

Transition Planning Form (TPF)
For students that are about to turn 14, or are already 14 or above, the IEP Team will develop a Transition Plan for them each year. The IEP Team will discuss the need for transition services on a yearly basis and updated. The form identifies a coordinated set of activities that are individualized to the student that promotes the eventual movement of the student to post-secondary activities and interests.

OTHER DISTRICT SUPPORTS

Telehealth Services
Available through a grant with Heywood Hospital. These services are available to all students in grades 5-12. A Community Health Worker (CHW) will aid staff in identifying students in need that may benefit from this model. Once identified and scheduled for sessions, the Community Health Worker will connect the student with the telehealth counselor. The CHW is also available to work with families in connecting with community resources.

Title I
Title I, a regular education program, is one of the largest federally funded programs in the district. Athol-Royalston Regional Schools that benefit from Title I support have the highest identified percentage of low-income families. The goal of the Title I program is to:

- Identify students who are at academic risk, including ELL students.
- Provide individual or small group instruction for the students identified. Provide instruction through a variety of teaching methods and materials.
- Work closely with school personnel to provide collaboration and consultation regarding the student's progress.

Title I staff work closely with the reading specialist and the classroom teachers.

STAFF AND ADMINISTRATION PROFESSIONAL WORK GROUPS IN THE DISTRICT

- Common Planning Time (CPT)
- Data Team
- Leadership Teams

- Professional Development
- Staff and Department Meetings

DISTRICT MENTORING AND INDUCTION PROGRAM

The ARRSD Mentoring Program is a one-year mandatory program provided to support all new teachers employed by the district or new to a position. Highlights of the program include an initial orientation induction that is held prior to the start of the school year. This induction provides introductions to district staff members and programs as well as extensive information on school policies and procedures. Each new staff member is assigned an experienced teacher as a mentor who will guide and support them throughout the year as they become acclimated to school culture and practices. A final report documenting participation in the ARRSD Mentoring Induction program is a requirement of the state for obtaining professional status. Arrangements can be made with the Principal for an optional mentoring program in year two.

The purpose of a mentoring program is to provide a systematic structure of support for certified staff members who are new to ARRSD. A formal beginning teacher support program has been proven as a condition of improving student achievement. A mentor support program serves as the start of a teacher's professional development is embedded in the practices of the district. Mentoring is characterized by a purposeful match, mutual respect, support, perseverance and a belief in high expectations. Mentoring is a vehicle for professional learning as we strive to achieve ARRSD's Vision and Core Values.

Program Design
A mentoring/induction program builds a strong collegial community and support system for incoming teachers so that they will be successful instructors. In the interest of supporting new teachers (to the profession as well as ARRSD), the mentoring system is intended to provide a community of supportive colleagues who offer their expertise in support of a new teacher's success and stability in the ARRSD. The group of mentors and mentees meets every other month to work on and review their mentor logs, and discuss various topics.

Roles and Responsibilities
The Mentor and Induction Coordinator oversees the mentoring program at ARRSD.

PARENT ORGANIZATIONS AND COUNCILS

PTO
Parent Teacher Organization/Parent Teacher Group – Open membership for all parents and staff. PTO/PTG meets monthly to provide information and social connections for parents and teachers and to support the school. They offer cultural enrichment activities, book fairs, and family-orientated programs.

Special Education Parent Advisory Council (SEPAC)
This group meets with the Director of Pupil Services throughout the year and provides insight and collaboration to the Director on district issues and trends. The group sets up meeting during the year

for the broader community to attend and holds a yearly Basics Rights inservice to community members.

School Council
School Council is mandated by law. The school council provides advice to the principal regarding school matters, the budget, school improvement, and creative ways to better the educational experience. The school council where applicable, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending schools in the district, and make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to Section 38Q ½ and shall assist with this plan.

DCAP CHECKLIST (Process that would lead to CST pre-referral process)

( ) Concern about student's educational progress

( ) Student failing to meet grade level expectations
      or Student is exhibiting social, medical,
      or behavioral difficulties or Student received a warning designation on MCAS

( ) Teacher has consulted with student's former teachers

( ) Teacher has contacted parent(s) for input

( ) Teacher has attempted various accommodations/interventions and instructional strategies

( ) Teacher has reviewed available assessment results

( ) Teacher has documented concerns with samples of student work, anecdotal notes and provides
      examples of strategies/interventions attempted that were unsuccessful.

( ) CST reviews attempted strategies/interventions and develops a plan

( ) Parent/teacher conference held to outline plan

( ) CST reconvenes within 6 weeks to review plan

DCAP Meeting Notes

Student: **DOB:**

Grade: **Meeting Date:**

Attendance:

Discussion and Concerns:

Status at the conclusion of the meeting:

Next steps:

District Accommodation Plan (DCAP) pre K-6 students

Student Name: Grade: School:

Assessment	Instructional
o Allow extra time if needed o Provide alternate forms of assessment o Provide reference tools o Use alternative setting for assessments o Other- specify	o Work with a buddy o Change of formatting of work o Highlight critical material o Provide choice of activities o Provide copies of notes o Provide copies from interactive whiteboard o Provide study guide for tests o Provide partial notes o Provide word bank o Provide scribe or opportunities to dictate to teacher or computer o Provide additional wait time o Provide graphic organizer/templates o Break Assignments into parts o Other- specify
Assistive Technology	**Organizational**
o Allow access to computer/keyboard o Allow access to assistive technology tools high lighter, slant boards, wiggle cushions, fidget tools, whisper phones, other o Access software o Provide calculator/multiplication chart o Provide recorded lessons o Use books on tape o Use of assistive technology-spell check or other o Other- specify	o Allow additional time for organizing materials o Provide organizational structures-bins, folders, agendas,… o Break Tasks into smaller parts o Provide homework book or log o Email assignments and/or tests to guardian o Sign agenda or homework logs o Provide visual schedules o Provide checklist o Provide copy of agenda/homework from board or chart o Other-specify
Behavioral/Social Emotional	**Physical/Structural**
o Access guidance counselor o Access consultation with BCBA o Access social skills group o Allow frequent breaks o Access to cool down zone in classroom or school o Access sticker charts/ positive behavior support charts, rewards, incentives o Provide Behavioral plan/contract o Teach self-monitoring techniques o Provide fidget tools o Provide Transitional Cues o Other-specify	o Allow for sensory/movement break o Allow for options in learning e.g. positions, standing, ball seat, wiggle cushion,…etc. o Define work/play area in classroom o Provide preferential seating o Reduce/minimize distractions o Use study carrel o Use physical or auditory aids (headset…) o Use pencil grip, specialty writing utensils, slant board o Other-specify

Health/Medical	Please check off those accommodations which are determined to be necessary for the student to access the general education instruction.
o Access to Nurse's office and bathroom o Allow to leave class 2-3 minutes early o Permission to carry water bottle o Permission for snack as needed o Provide 2nd set of books or materials o Student escort o Use of elevator o Allow to wear a hat/hood o Allow to chew gum o Allow use of oral chew toys o Use of structured bathroom breaks o Other-specify	

Additional information:

Staff Signatures	Date