

Dartmouth Public Schools



District Curriculum Accommodation Plan 2023-2024

What is a District Curriculum Accommodation Plan (DCAP) and why do we have one?

The Dartmouth Public School system is dedicated to supporting the success of all students recognizing that each individual student brings a variety of experiences, strengths, and unique learning needs to our school community. To that end, each school district in the commonwealth is required to have a District Curriculum Accommodation Plan (DCAP) which outlines a systemic approach to ensuring all students receive the supports they require in order to be successful in a general education setting. DCAP requirements are outlined by Massachusetts General Law.

MGL, 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 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.

School Councils and District Accommodation Plan, Ch. 71 Section 59C -Amended Language
“The school council, including the school principal, shall meet regularly 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.

Beyond legal requirements, Dartmouth Public Schools, in order to foster a sense of belonging and achievement for all students, believes in removing barriers, providing timely scaffolds and necessary support, to meet the unique learning needs of each individual student in the general education setting. To make good on that promise, Dartmouth Public Schools has developed and adopted this DCAP to outline the tiered system of instruction and support available for any student in the general education setting.

Further, Dartmouth Public Schools seeks to actively engage parents, guardians, and/or caregivers in support of their child(ren)'s success. This includes working with parents as partners to identify their child's learning needs as well as the strategies and supports that may be necessary for their child(ren)'s success.

Common strategies employed throughout the district to engage parents, guardians, and/or caregivers may include:

- Use of ParentSquare to share important district-wide and/or school information
- Use of newsletters to provide timely updates and information
- Opportunity to participate in annual Open House
- Opportunity to schedule/participate in Parent-Teacher Conferences/Meetings
- Opportunity to participate in Parent Teacher Organizations
- Opportunity to serve on School Councils

Dartmouth Public Schools Mission Statement

The mission of the Dartmouth Public Schools is to provide a quality education for all learners. The Dartmouth Public School District, in partnership with parents and community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development. Utilizing data analysis to drive instruction, we will implement specific strategies to support every student to think critically, solve problems, and become a responsible, contributing citizen. Our

high school graduates will possess the required skills and knowledge necessary to thrive in their academic and vocational ambitions.

Toward this end, implementation of this DCAP is supported across the district in a variety of ways, including but not limited to the following strategies:

- Job-embedded professional development (i.e. instructional coaching)
- Participation in a two year mentoring and induction program (i.e. Project TIME)
- Common Planning Time (CPT) for teacher collaboration by grade level or content specific teams
- Monthly Curriculum Meetings
- Student Support Team Meetings
- Consultation and support from specialists such as an ESL teacher, related service provider, school psychologist, school social worker, school counselor, etc.
- Early-Release time for professional development

Multi-Tiered System of Support

According to the Multi-Tiered System of Support (MTSS) Blueprint for Massachusetts, a multi-tiered system of support ensures that students are provided a continuum of research-based, systemic practices that provide educators the ability to ensure students receive just in-time scaffolds and support necessary to complete rigorous, grade level work. Further, the blueprint identifies six core tenets upon which the Massachusetts MTSS is built. Those tenets include the following:

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

As such, educators working directly with students are essential to ensuring an adequate level of support is provided to each student based on that student’s individual learning needs. This DCAP outlines evidence-based strategies that can be implemented by any teacher for any student in need in the general education classroom. Support may include academic as well as social emotional and behavioral support.

In a multi-tiered system of support, the level of support provided to students is fluid and flexible. The Massachusetts MTSS Blueprint notes, “Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention” (Multi-Tiered System of Support Blueprint For MA, p. 9).

Tier 1 supports, as defined by the MTSS, are evidence-based practices and supports that are linguistically responsive and culturally sustaining. These practices and supports help to improve academic and social emotional outcomes for all students with and without disabilities.

Tier 2 supports, as defined by the MTSS, are evidence-based supports that occur in addition to the supports that are provided in tier 1 settings. Typically, tier 2 supports occur in small group settings and include additional, targeted opportunities for skill development that is necessary for students to effectively access core instruction.

Tier 3 supports, as defined by the MTSS, provide explicit, focused interventions that occur individually or in very small groups. It should be well noted that tier 3 support is not synonymous with special education.

All students enrolled in the Dartmouth Public Schools have access to:

Systematic reading instruction

- Foundations: Provides all Dartmouth Public Schools students in Pre-K-2 with access to a structured literacy approach that makes learning to read fun while providing a literacy foundation that students can access throughout their learning journey. Aligned with

the science of reading, Fundations provides a systemic, multisensory curriculum crafted to support structured reading, spelling, and handwriting.

- Heggerty Phonemic Awareness Curriculum: Provides our students with learning activities focused on daily phonemic awareness. Lessons are an oral and auditory warm-up to phonics instruction that provides students the opportunity to master isolating, blending, segmenting, and manipulating sounds in spoken words.
- The Teachers College at Columbia University Reading and Writing Project Units of Study: Provides the routines and structures necessary to support students as they develop complex reading and writing skills through the workshop framework.
- All secondary level students (grades 6-12) are exposed to a variety of grade appropriate texts that are embedded in the curriculum as part of their coursework.
- Additional reading intervention as determined by individual student needs and testing. More intense reading interventions may include use of the Sonday System as deemed necessary by additional evaluation.
- A comprehensive mathematics curriculum**
 - Bridges in Mathematics: This comprehensive, research-based Pre-K-5 mathematics curriculum addresses state standards in an engaging manner that provides students the opportunity to develop a deep understanding of mathematical concepts, key skills, and problem-solving.
- Universal screeners, benchmark, and diagnostic assessments for progress monitoring**
 - DIBELS (K-3): DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills

- STAR Early Literacy (K-1): STAR Early Literacy measures students' early literacy and early numeracy skills with a computer-adaptive assessment designed just for young learners.
- STAR Reading (2-8): A comprehensive reading assessment that assesses and provides data on a broad range of reading skills appropriate to each grade level
- STAR Math (2-8): A comprehensive mathematics assessment that assesses and provides data on a broad range of math skills appropriate to each grade level
- Fountas & Pinnell Benchmark Assessment Systems (K-5): The Fountas & Pinnell Benchmark Assessment Systems (BAS) evaluate student reading and comprehension ability with reliable and robust universal screening that determines each child's instructional level
- Use of locally developed, common benchmark assessments at the secondary level will be administered periodically and used to ensure students are making expected academic progress.
- Systematic approach to social-emotional learning and wellness.**
 - Second Step Elementary: a research-based SEL curriculum for students in Kindergarten-Grade 5.
 - Dartmouth Middle School supports social-emotional learning and wellness in a variety of ways, including, but not limited to implementation of a school-wide PBIS approach that includes their RARE expectations. RARE identifies and teaches as core values, the importance of respect, accountability, responsibility, and esteem. Additionally, students are able to access School Guidance Counselors and a School Adjustment Counselor.
 - Dartmouth High School supports social-emotional learning and wellness in a variety of ways, including, but not limited to an advisory period that meets monthly throughout the school year, access to School Social Workers and School Guidance Counselors, etc. The advisory program is designed around three broad strands which include academic advisement, community building, and wellness.

All students in the Dartmouth Public Schools will have access to evidence-based, effective instructional practices, materials, and supports designed to reduce barriers and proactively provide appropriate accommodations and supports necessary to ensure all students are able to meet high expectations in the regular education setting.

Elementary Level Tier 1 (Universal Support/Core Instruction)

Elementary Tier 1 Academic Supports		
<input type="checkbox"/> Additional time to complete assignments and/or assessments <input type="checkbox"/> Breaking down assignments into smaller, manageable chunks <input type="checkbox"/> Clarify directions <input type="checkbox"/> Check for understanding <input type="checkbox"/> Gradual release/Guided Practice of new skills (I do, we do, you do)	<input type="checkbox"/> Exemplars & rubrics <input type="checkbox"/> Small group instruction when available <input type="checkbox"/> Strategic Seating <input type="checkbox"/> Pre-teach concepts/vocabulary <input type="checkbox"/> Use of clear rituals and routines <input type="checkbox"/> Use of computer-based programs for targeted skill development <input type="checkbox"/> Use of content and language objectives	<input type="checkbox"/> Use of differentiated/leveled texts or materials <input type="checkbox"/> Use of graphic organizers <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Use of tiered-vocabulary <input type="checkbox"/> Use of 'think alouds' and other metacognitive strategies <input type="checkbox"/> Use of wait time

Elementary Tier 1 Behavioral Supports		
<input type="checkbox"/> Access to School Outreach Social Worker and/or School Psychologist <input type="checkbox"/> Access to Designated cool off spaces	<input type="checkbox"/> School-based recognition systems <input type="checkbox"/> Use of calming tools	<input type="checkbox"/> Use of clear rituals and routines <input type="checkbox"/> Use of PBIS

Elementary Tier 1 Social Emotional Supports		
<input type="checkbox"/> Access to School Outreach Social Worker	<input type="checkbox"/> Morning meeting routine <input type="checkbox"/> Relationship building	<input type="checkbox"/> Therapeutic approached classrooms

Elementary Level Tier 2 (Targeted Support)

Elementary Tier 2 Academic Supports		
<input type="checkbox"/> Explicit, targeted intervention from classroom teacher or interventionist	<input type="checkbox"/> Use of varied groupings within the classroom	

Elementary Tier 2 Behavioral Supports		
<input type="checkbox"/> Access to School Outreach Social Worker and/or School Psychologist at designated times	<input type="checkbox"/> Check-in, Check-out with identified personnel	<input type="checkbox"/> Incentive-based programming <input type="checkbox"/> Participation in small group facilitated by School Outreach Social Worker i.e. lunch bunch, etc.

Elementary Tier 2 Social Emotional Supports		
<input type="checkbox"/> Access to School Outreach Social Worker	<input type="checkbox"/> Check-in/out with identified school personnel	<input type="checkbox"/> Participation in small group facilitated by School Outreach Social Worker i.e. lunch bunch, etc.

Elementary Level Tier 3 (Intensive Support)

Elementary Tier 3 Academic Supports		
<input type="checkbox"/> Additional, targeted intervention provided by an interventionist	<input type="checkbox"/> Delivery of Special Education Services	

Elementary Tier 3 Behavioral Supports

Behavioral Intervention
Plan

Elementary Tier 3 Social Emotional Supports

Access to School
Outreach Social Worker

Secondary Level Tier 1 (Universal Support/Core Instruction)

Secondary Level Tier 1 Academic Supports		
<input type="checkbox"/> Annotated Exemplars or Rubrics <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Chunking of assignments <input type="checkbox"/> Clarify directions or questions <input type="checkbox"/> Daily Agenda (written out and/or posted for students to reference)	<input type="checkbox"/> Essential Questions <input type="checkbox"/> Extended Time <input type="checkbox"/> Explicit Communication of Content and Language Objectives/Goals <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Goal-Setting Support <input type="checkbox"/> Modeling <input type="checkbox"/> Multisensory Instruction <input type="checkbox"/> Peer Tutoring (i.e. Homework Hangout Program at DHS)	<input type="checkbox"/> Posted Homework Assignments <input type="checkbox"/> Purposeful Scheduling of PASE period <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Strategic Seating <input type="checkbox"/> Study Guides/Notes <input type="checkbox"/> Rituals and Routines <input type="checkbox"/> Tiered Vocabulary Instruction
Secondary Tier 1 Behavioral Supports		
<input type="checkbox"/> Access to School Social Worker or Adjustment Counselor <input type="checkbox"/> Check for Understanding of Directions/Expectations	<input type="checkbox"/> Classroom Agreements/Contracts <input type="checkbox"/> PBIS (RARE Identification at DMS) <input type="checkbox"/> Incentives	<input type="checkbox"/> Periodic Movement Breaks <input type="checkbox"/> Positive Reinforcement through precise praise <input type="checkbox"/> Use of fidgets, stress balls, “pop its”, slime/putty, etc.
Secondary Tier 1 Social Emotional Supports		
<input type="checkbox"/> Access to School Counselors and/or Social Workers <input type="checkbox"/> Classroom Agreements/Contracts	<input type="checkbox"/> PBIS (RARE Identification at DMS) <input type="checkbox"/> Purposeful scheduling of PASE period	<input type="checkbox"/> Positive Reinforcement through precise praise <input type="checkbox"/> Use of focus enhancing tools i.e. fidgets, stress balls, “pop its”, slime/putty, etc.

		<input type="checkbox"/> Use of trauma informed practices
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Secondary Level Tier 2 (Targeted Support)

Secondary Level Tier 2 Academic Supports

<input type="checkbox"/> Check-in/out (daily, weekly, etc.) <input type="checkbox"/> Elimination of extraneous assignments/materials <input type="checkbox"/> Individualized Re-entry Plan	<input type="checkbox"/> Mandated PASE Schedule (DHS) <input type="checkbox"/> Mindful Scheduling <input type="checkbox"/> One-to-One Peer Mentor	<input type="checkbox"/> One-to-One Support <input type="checkbox"/> Student Success Plan <input type="checkbox"/> Weekly Progress Report
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Secondary Level Tier 2 Behavioral Supports

<input type="checkbox"/> Access to School Counselor and/or School Social Worker <input type="checkbox"/> Check-in/out (daily, weekly, etc.)	<input type="checkbox"/> Incentive Plan <input type="checkbox"/> Mindful Schedule <input type="checkbox"/> Peer Mentor	<input type="checkbox"/> Special Privilege Pass <input type="checkbox"/> Staff Mentor <input type="checkbox"/> Social Groups
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Secondary Level Tier 2 Social Emotional Supports

<input type="checkbox"/> Access to School Counselor and/or School Social Worker <input type="checkbox"/> Check-in/out (daily, weekly, etc.)	<input type="checkbox"/> Mindfulness Activities <input type="checkbox"/> Mindful Schedule	
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Secondary Level Tier 3 (Intensive Support)

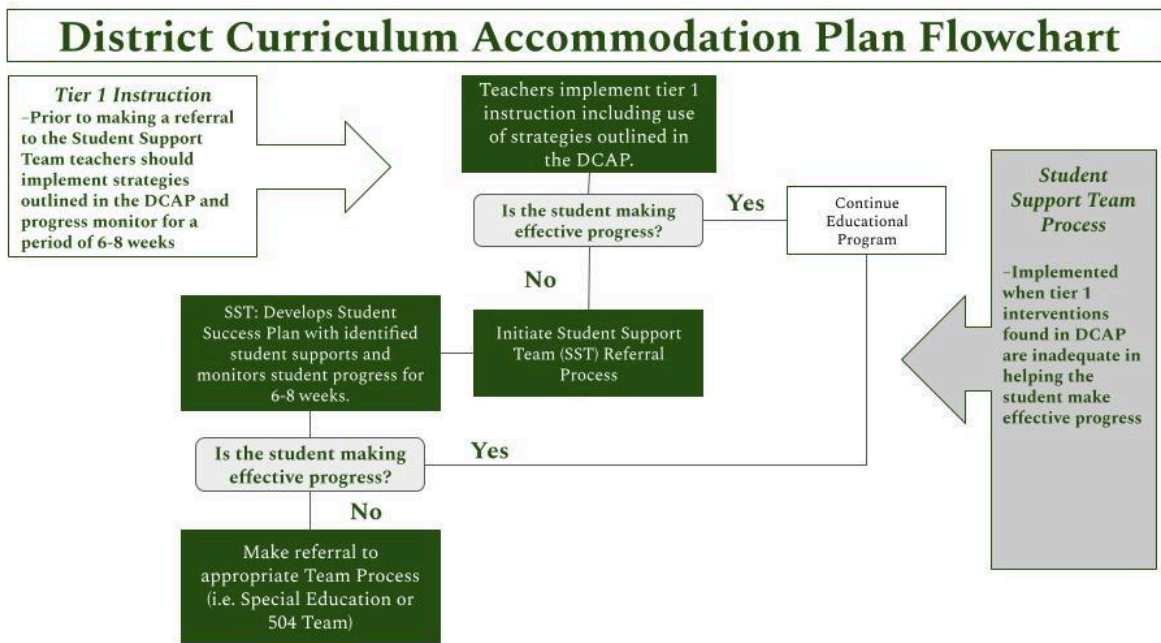
Secondary Level Tier 3 Academic Supports

<input type="checkbox"/> Credit Recovery Program <input type="checkbox"/> Flexible Learning and Individual Learning	<input type="checkbox"/> Delivery of Special Education Services <input type="checkbox"/> Night School Enrollment (DHS only)	<input type="checkbox"/> Step Up Program <input type="checkbox"/> Truancy Referral
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Pathway (FLIP) Program (DHS only)		
Secondary Level Tier 3 Behavioral Supports		
<input type="checkbox"/> Behavioral Intervention Plan	<input type="checkbox"/> Youth Court	

Secondary Level Tier 3 Social Emotional Supports		
<input type="checkbox"/> Access to School Counselor and School Social Worker	<input type="checkbox"/> Participation in scheduled small group sessions facilitated by a School Social Worker	

Student Support Team & Referral Process



Glossary of Acronyms & Terms

Additional Time: tier 1 instructional strategy in which students are provided additional time to complete a given assignment or project based upon student need. Please note that this strategy is designed to accommodate students who may take longer to process and complete a learning assignment and is not intended as unlimited time.

Annotated Exemplars & Rubrics: tier 1 instructional strategy in which students are presented with an exemplar and/or rubric which highlights the quality of the work product and clearly identifies the criteria for success on the given assignment/project, etc.

Check in/out: tier 2 strategy in which a pre-identified staff member briefly meets with a student at the start and end of a day or week to review goals, identify successes, challenges, and supports the student has experienced or may need.

Check for Understanding: tier 1 instructional strategy in which the teacher may employ a variety of techniques to assess student understanding. Techniques may include informal questioning, guided practice, an exit ticket, etc.

Chunking of Assignments: tier 1 instructional strategy in which the teacher breaks down lengthy assignments/projects into multiple parts.

Daily Agenda: a tier 1 instructional strategy in which the teacher posts or shares a list of activities that students can expect to complete during a given lesson or class period.

District Curriculum Accommodation Plan (DCAP): formal plan to assist principals and teachers in ensuring that all efforts have been made to meet students' needs in regular education by identifying strategies to accommodate diverse learning styles.

Gradual Release/Guided Practice: tier 1 instructional practice in which the teacher provides modeling for students in the class gradually building to independent practice opportunities i.e. I do (the teacher models as they demonstrate the skill/concept), We do (teacher asks for volunteers and thinks aloud as the skill/concept is completed), You do (students in the class are provided the opportunity to complete the skill/concept independently).

Multisensory Instruction: tier 1 instructional practice that provides students the opportunity to learn through the use of more than one sense.

Multi-Tiered System of Support (MTSS): a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience.

Progress Monitoring: A period of 6-8 weeks during which time data is collected to monitor the efficacy of a specific accommodation, intervention, or plan. Data should be collected and reviewed at a SST meeting.

Strategic Seating: tier 1 instructional practice where the teacher has determined seating location that will best support the student during a particular lesson based upon lesson objectives, goals, etc. Given the dynamic nature of our classrooms, strategic seating may change from class to class or within specific activities.

Student Support Team (SST): building-based team of educators (i.e. administrators, teachers, counselors, social workers, etc.) that meets to review various data-sources and develop a Student Success Plan (SSP).

Student Success Plan (SSP): building-based plan developed by the SST after considering various data sources to support students academic and/or social-emotional success.

Tiered Vocabulary Instruction: tier 1 instructional practice that sorts vocabulary words into three tiers and explicitly teaches the meaning of the vocabulary at the outset of a lesson.