

LENOX PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN

William Cameron- Interim Superintendent
Kimberly Dion- Director of Student Services
Brenda Kelley- Principal, Morris School
Michael Knybel- Principal, LMMHS
Brian Cogswell- Assistant Principal, LMMHS

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INTRODUCTION TO DCAP

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers 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 Massachusetts General Law related to DCAP is as follows:

MGL Chapter 71, Section 38Q1/2 (DCAP)

“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 education 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Amendment made to Chapter 71, §59C

“The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to Section 38Q ½, shall assist in the review of the annual budget, and in the formulation of a school improvement plan.”

Essentially, the law requires that the District Curriculum Accommodation Plan be adopted by the district and individualized for each school building. The purpose of accommodation planning is to continually strengthen and improve the general education program, for the benefit of all students. The Lenox Public Schools' DCAP addresses various strategies that will help achieve this objective, including:

- **Assistance to Regular Education Classroom Teachers** –This includes support from building-based support teams for students who are struggling in one or more developmental domains. This also includes professional development that will help teachers analyze and accommodate various students’ learning needs, including students who are English Language Learners, and to manage student’s behavior effectively.
- **Support Services** – This includes services that are available to students through the regular education program. These services include academic support (including Title 1 at Morris); ELL support; behavioral support; social/emotional support; paraprofessional support; library and technology support; nursing support; occupational, physical, and speech therapy, and psychological consultation.
- **Mentoring and Collaboration** – This includes a mentoring program for teachers new to the Lenox Public Schools as well as opportunities for teachers to collaborate in Professional Learning Communities, Grade Level and/or Department Meetings.
- **Parental Involvement** – This includes opportunities for parents to be involved in their child’s education such as school and district councils, PTO, websites, newsletters, Rediker Parent Portal, academically-focused parent/family activities, and Parent/Teacher conferences.

The DCAP provides plans for each of the levels (elementary and middle/high school) describing the process for moving from the identification of a concern through communications with parents, staff collaboration, articulation of strategies for accommodations or intervention, and periodic review and evaluation of student progress. There is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress as well as strategies and interventions intended to resolve social and behavioral issues. If a student continues to struggle even with interventions and/or accommodations, a determination may be made to evaluate the student to determine if there is a disability.

PROFESSIONAL DEVELOPMENT AND COLLABORATION

The Lenox Public Schools (LPS) strives to provide professional learning opportunities for all teachers and paraprofessionals PreK-12 that promote and develop the skills necessary to educate a wide range of diverse learners. This is accomplished through the use of in-house professional development workshops/courses, regional collaboration with other school districts in Berkshire County, out-of district workshops and conferences, as well as through professional learning communities and other professional collaboration efforts. LPS believes that a solid foundation of differentiated Tier 1 instruction with faithful implementation of effective core programs is at the heart of a successful educational program. Professional development opportunities are aimed at accomplishing this as a primary goal. In addition, professional development and collaboration time is provided so staff can learn how to support students who struggle with the core program or whose behavior interferes with the learning process. This includes specialized professional development in how to support English Language Learners and students with disabilities.

Mentor Program

LPS offers a comprehensive mentor program for teachers new to the district. All newly-hired teachers are assigned a mentor who has gone through mentor training. This mentor provides support for the new teacher both in getting acclimated to the procedures of the district as well as with the academic programs of the district. Mentors meet weekly with their mentees and mentees attend monthly meetings with the Mentor Coordinator covering a range of topics.

MORRIS SCHOOL (Grades PreK-5)

Morris School utilizes a Response to Intervention (RtI) approach that is in line with the Massachusetts Tiered System of Support. There are universal screeners for English Language Arts and Mathematics used in combination with district-selected and curriculum-based assessments to determine if students are making effective progress. Data teams are held 3 times per year to monitor progress and make decisions about how to best serve students and assign interventions as needed. Between data teams, a teacher can refer a child who is struggling academically or behaviorally to the Morris Support Team (MST), which is comprised of key staff including the principal, school adjustment counselor, Title 1 coordinator, special educators, and classroom teachers. The MST recommends a course of action based on the nature of the need presented which may include assignment to a Title 1 intervention group or a number of other accommodation or intervention strategies (see list of Possible Accommodations and Interventions below).

Universal Screening and Assessment

The following assessments are utilized at Morris School to determine student academic need and monitor student progress:

Grade Level	ELA	Math
K-1	<ul style="list-style-type: none">• AIMSWEB: Test of Early Literacy• Benchmark Assessment System (Fountas and Pinnell)• Foundations Unit Tests	<ul style="list-style-type: none">• AIMSWEB: Test of Early Numeracy• GoMath! Chapter Tests
2-3	<ul style="list-style-type: none">• DIBELS Next• Benchmark Assessment System (Fountas and Pinnell)• Foundations Unit Tests• ELA Benchmark Tests	<ul style="list-style-type: none">• AIMSWEB: Math Computation (Grade 2)• GoMath! Chapter Tests
4-5	<ul style="list-style-type: none">• Qualitative Reading Inventory• ELA Benchmark Tests	<ul style="list-style-type: none">• GoMath! Chapter Tests

Possible Accommodations and Interventions

The following list represents accommodations and interventions that may be provided to a student who is struggling in one or more domains. It is important to note that this is not an exhaustive list as a student may require an intervention that is uniquely tailored to his or her needs

Academic/Language/Cognitive	Social/Emotional/Behavioral
<p>Tier 1 Within the classroom, typically provided by the classroom teacher</p> <ul style="list-style-type: none"> • Small group or 1:1 support • Differentiated instruction: based on product, process, content, or learning style • Pre-Teach/Re-Teach • Extended time to complete tasks • Restating directions • Breaking large tasks into smaller tasks • Providing checklists • Frequent check-ins for understanding • Additional manipulatives or multisensory tools • Peer scaffolding • Technology supports • Graphic Organizers • Preferential Seating (based on student need) • Adjustments to physical environment • Classroom strategies recommended by related services providers • Communication with parent(s) 	<p>Tier 1 Within the classroom, typically provided by the classroom teacher</p> <ul style="list-style-type: none"> • Positive reinforcement of expected behaviors • Differentiated instruction: based on product, process, content, or learning style • Clear, concise expectations • Prompting for appropriate behavior • Modeling and practicing appropriate behavior • Check lists for organization • Support at transitions • Frequent check-ins with caring adult • Consequence for unexpected behaviors • Quiet area to work or take a break • Behavior modification strategies recommended by counseling staff or MST • Behavior chart • Sensory tools (fidgets, therapy bands, move and sit cushions, etc) • Communication with parent(s)
<p>Tier 2 Often out of the classroom and provided by Title I interventionists or related service providers</p> <ul style="list-style-type: none"> • Title 1 Intervention- ELA • Title 1 Intervention- Math • Related services in PT, OT, or Speech and Language 	<p>Tier 2 In or out of classroom, provided by counseling staff or paraprofessional</p> <ul style="list-style-type: none"> • Individual or small group counseling with Guidance Counselor or SAC • Lunch Bunch • Problem solving support from behavior interventionist
<p>Tier 3 In and/or out of classroom typically provided by Special Education Staff</p> <ul style="list-style-type: none"> • Specialized Instruction in core academic areas • Paraprofessional support • Speech and Language, OT, or PT services • Co-Teaching 	<p>Tier 3 In and/or out of classroom typically provided by Special Education Staff</p> <ul style="list-style-type: none"> • Formal Behavior Intervention Plan • Direct specialized instruction in social pragmatics and/or social skills

LENOX MEMORIAL MIDDLE AND HIGH SCHOOL

(Grades 6-12)

Lenox Memorial Middle and High School (LMMHS) utilizes a three-tiered system of support for all students. A three-tiered model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of **all** students in a school (referred to as Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, **some** students with identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a **few** students with the most severe needs receive intensive and individualized behavioral and/or academic support.

When students struggle in one or more domains, LMMHS staff is able to refer the student to the Building-Based Support Team (BBST) for assistance. The Building Based Support Team includes guidance counselors, special educators, school adjustment counselor, school nurse, student support center supervisor and the assistant principal. The BBST meets on a weekly basis and provides general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. They consult with specialists who provide important information and expertise to the general education teacher. This is the most important part of the BBST meeting. Parents are often an important part of the process as well. Establishing home/school connections and Tier 2 district curricular accommodations is a strategy that is often implemented as a result of referral to the team.

Possible Accommodations and Interventions

The following list represents accommodations and interventions that may be provided to a student who is struggling in one or more domains. This list is provided to staff in a “check list” format. It is important to note that this is not an exhaustive list given as a students may require an intervention that is uniquely tailored to his or her needs.

Environmental/Physical/Structural

- Change seat location
- Vary seating arrangement
- Change/vary furniture options
- Use visual, auditor, transitional aides

- Allow alternative workspace
- Limit distractions
- Allow for movement and sensory breaks
- Implement IEP/504 recommendations

Instructional/Curricular

- Differentiating Instruction (product, process, content, and/or learning style)
- Scaffolding
- Modify formal/visual layout of materials
- Modifying curriculum to meet student needs
- Provide notes
- Offer calculators when appropriate
- Model exemplars of end products
- Online tutorials
- Study guides
- Provide wait time
- Peer tutoring and teaching assistants
- Standardized test preparation
- Enlarged print if needed
- Assistive technology
- Academic planner
- Visual cues
- Implement IEP/504 recommendations

Testing/Assessment Accommodations

- Offer retakes
- Allow extra time
- Assist with test taking steps
- Use a variety of assessment strategies
 - Accepting shorter answers
 - Oral assessment
 - Written assessment
 - Computer-based assessment
 - Portfolio-based assessment
 - Project-based assessment
 - Self assessment/reflection
- Implement IEP/504 recommendations

Social/Behavioral

- Change seating location
- Cue student for appropriate behavior (preventative or redirecting)

- Provide positive reinforcement
- Direct communication with parents
- Provide breaks as needed
- Set clear expectations and routines
- Flexible classroom management strategies
- Offer school counseling session
- Use of Student Support Center
- Adjust expectation for assessment format
 - Flexibility in assigning individual or group work
- Mindful group/partner assignment
- Change classes/teachers
- Allow for work in alternate setting
 - Learning Lab/Library
 - After school
 - 1:1 with teacher
- Implement a behavior plan

Helping Students Understand Tasks

- Show finished product
- Show different steps
- Show examples of acceptable work at varying levels of proficiency
- Provide check list/rubric
- Access/recycle prior knowledge
- Implement IEP/504 recommendations

Helping Students Access Math in Varied Ways

- Teach math symbols and operations in the target language
- Teach and manipulate numbers, time, calendars, charts
- Implement IEP/504 recommendations

Building Student Independence

- Clarify expectations
- Use rubrics
- Assign research projects
- Local and international travel opportunities
- Independent study opportunities
- Implement IEP/504 recommendations

Providing Tools and Handouts

- Use organizers
- Provide colored pencils for organization and analysis

- Provide computers
- Provide flashcards
- Implement IEP/504 recommendations

Promoting Understanding Through Discourse

- Cooperative working groups
- In-class group and individual presentations
- Implement IEP/504 recommendations

Helping Students Manage Tasks and Organization

- Provide structure within assignments
- Frequent check-ins
- Using checklists
- Provide colored pencils for organization and analysis
- Rubrics
- Binders, notebooks, folders
- Allotting more time
- Adjust amount of work
- Implement IEP/504 recommendations

Creating a Supportive Environment

- Seating arrangement
- Posting visuals including class expectations
- Providing tissues, bandages
- Provide freedom to access resources outside the classroom
- Guest speakers
- Anti-bullying
- Implement IEP/504 recommendations

APPENDIX LIST

District

- A. Individual Curriculum Accommodation Plan (ICAP) Form

Morris School

- B. Morris Support Team (MST) Flow Chart
- C. MST Referral Form
- D. MST Meeting Summary

Lenox Memorial Middle and High School

- E. Building Based Support Team (BBST)
- F. BBST Follow-Up Form
- G. Excerpts from the LPS Code of Conduct and the LMMHS Student Handbook Related to Student Support

Appendix A:

LENOX PUBLIC SCHOOLS Individual Curriculum Accommodation Plan (ICAP)

Student Name:

DOB:

School:

Grade:

Teacher(s):

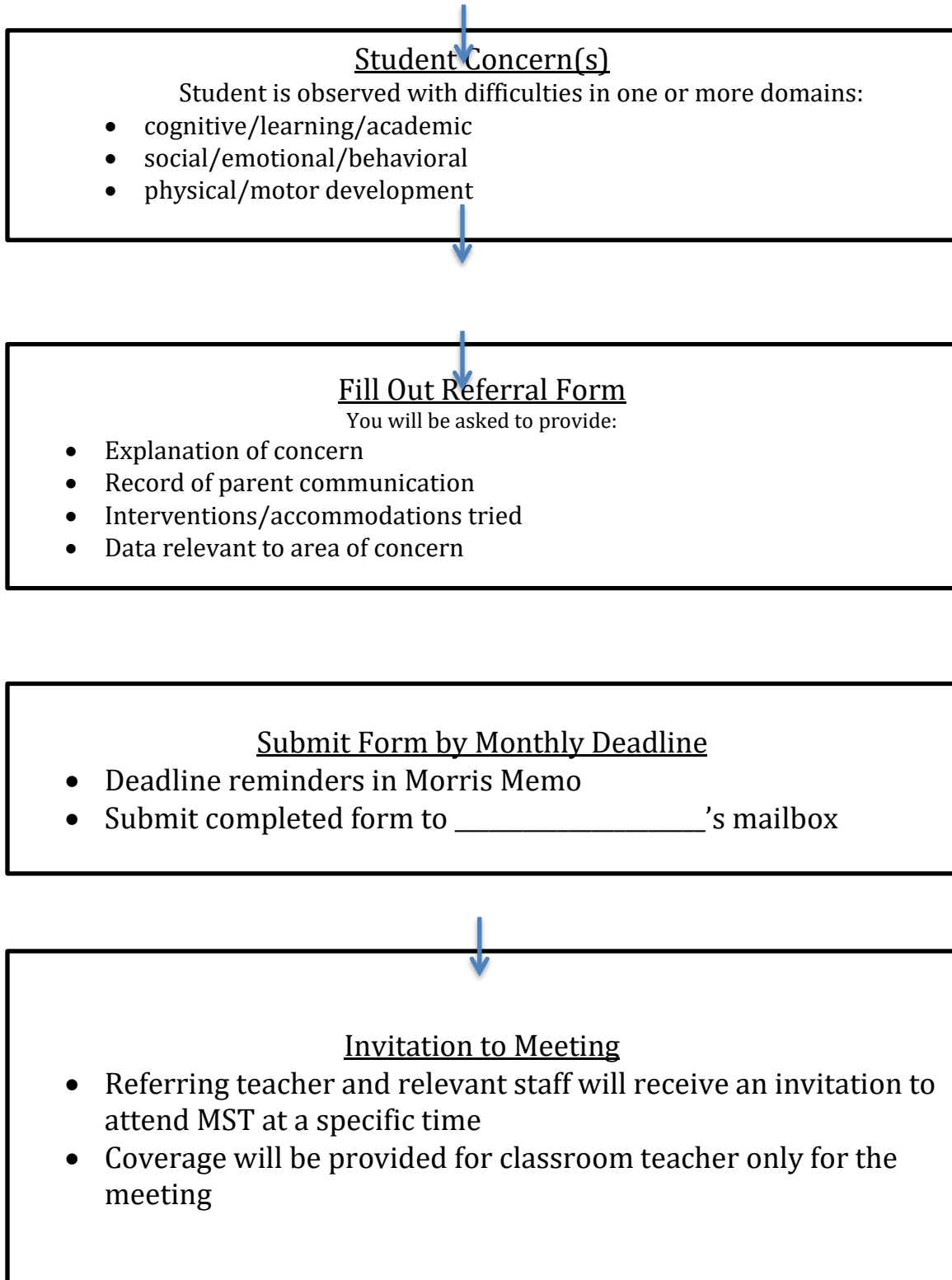
Reason for ICAP:

Data (quantitative and qualitative) that supports the need for an ICAP:

Accommodations:

Appendix B:

Morris Support Team Flow Chart





Meeting

Define the Issue (5 min)	Clarifying Questions (3 min)	Recommendations (5-8 min)
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Possible Recommendations

(This is not an exhaustive list)

- Additional strategies/accommodations to try
- Initiate new intervention
- Additional intervention (in or out of classroom)
- Monitor and/or collect more data
- Follow-up MST meeting
- Referred for additional screening or evaluation

Meeting Summary

- The designated Point Person* will be provided with a copy of the Meeting Summary. All parties responsible for carrying out recommendations will report progress to the Point Person.

*Point Person

- The Point Person will be the classroom teacher unless otherwise specified at the MST meeting
- The Point Person will be responsible for parent communication about recommendations from MST unless otherwise specified at the MST meeting
- Those responsible for carrying out recommendations and interventions will report progress to the Point Person.

Appendix C:

Morris Support Team Referral Form

Date of Referral: _____

Student Name:	Grade:	Referred By:

History of Parent Contact:

Have concerns been shared with parents? Yes ____ No ____
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If yes,

Date	Type (phone, written, meeting)	Issue Discussed and/or Parent Input

Areas of Concern: (Please circle)

Academic/Learning/Developmental:	Social/Emotional/Behavioral	Medical
Learning: General	Inattention	Attendance
English Language Arts	Unexpected Behavior	Medically Fragile
Mathematics	Peer Relationships	Physical Disability
Content Areas (Sci/SS)	Emotional Concerns	Cleanliness/Personal Hygiene
Homework Completion	Family Concerns	Frequent Nurse Visits
Assistive Technology	Social Behaviors	
	Mental Health	
Other:		

Please briefly describe concerns in circled areas:

Interventions and Accommodations Currently in Place or Attempted

Intervention/ Accommodation	Approx how long?	Outcome (How effective?)	In Place or Discontinued?

Please **provide all data** relevant to concerns (i.e. AIMSWEB, DIBELS, MCAS, curriculum assessments, frequency of behaviors, etc)

Measure	Date(s)	Score/Data

The following staff members should be invited to the meeting in addition to the Core Team: (please circle and specify as needed)

Nurse	School Adj Counselor	OT
SPED Dir	Specify: _____	PT
Guidance Counselor	Interventionist	SLP
Resource Room Teacher	Specify: _____	Specify: _____
Specify: _____	Head Teacher	Other: _____
	Reading Specialist	
	Math Specialist	

Additional Information (Optional):

Appendix D:

Morris Support Team Meeting Summary

Date of Meeting:

Student Name:	Grade:	Referred By:
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Summary of Concerns:

Summary of Recommendations:

If referred for additional screening/evaluation, circle areas to be screened/evaluated

Psychological	Assistive Technology
Academic	Behavioral Assessment
Speech/Language	Mental Health
Occupational Therapy	Medical
Physical Therapy	Specify: _____
	Other: _____

Follow Up Morris Support Team Meeting Recommended: Yes No

If yes, when (specify month): _____

Appendix E:

BBST
Thursday, 8:15 am

The purpose of the Building Base Support Team (BBST) is to prevent students experiencing difficulty from falling through the cracks. Although BBST sometimes refers students to the Special Education Department, a BBST referral is not considered a referral for special education.

Student: _____ **Grade:** _____

Teacher: _____ **Date:** _____

Nature of Concern: (Please describe in observable and measurable terms.)

Academic: _____

Behavioral: _____

Please list behavior and/or academic interventions you have tried thus far:

- 1.) _____

- 2.) _____

- 3.) _____

Please indicate if you will need coverage to attend BBST meeting:

_____ Yes _____ NO

Please submit form to:

Tara Romeo (Grade 9, Second Semester A – H, Grade 10, A – L, Grade 11, A – G, Grade 12 A – L)

Pam Ritrosky (Grade 9, Second Semester I – Z, Grade 10, M-Z, Grade 11, H – Z, Grade 12 M – Z)

David Hilfinger (Grades 6 – 9 (Grade 9 First Semester))

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Appendix F:

BBST

Name: _____ Date: _____ Grade: _____

Initial Concern:

Special Education:

Health:

Intervention:

Follow-Up:

Appendix G:

From the LPS Code of Conduct

Preliminary Steps

Teachers are encouraged to work with students directly to help them improve their behavior through such measures as teacher/student conference, teacher/parent communication, and teacher-assigned detention prior to office referral. Students may also be referred to school counselors or community agencies for constructive solutions to problems.

Students who violate the school's Code of Conduct may be referred to The Student Support Center, The Assistant Principal or the Building Based Support Team. The Building Based Support Team's function is to examine students' academic, behavioral, psychological, and medical profiles. Recommendations may include a remedial course of action, academic/psychological testing, academic or behavioral contracts, referral to the School Adjustment Counselor, temporary or long-term suspension, and/or referral to external agencies or specialists.

From LMMHS Handbook

Student Support Center

The Student Support Center, or SSC, was designed to provide educational support to students who are unable to manage their behavior in the classroom. Students are referred to the SSC by their teacher. Once a referral has been made, the student reports to our Student Support Coordinator for a specific period of time, typically for the duration of the class where the concern took place. Students are expected to bring their work to the SSC, where they will discuss strategies for managing their behavior in the future, engage in collaborative problem solving, and complete assigned work. Students who feel they need assistance within a class may self-refer to the SSC for a short period of time to assist the student in regaining their control in the classroom.

At no time does the SSC replace discipline as outlined in the LMMHS Code of Conduct.

Guidance

The guidance office plays a very active role in the preparation for the new school year. We look forward to welcoming our new students, and we wish to help in any way we can to make the transition period comfortable and happy. As the school year progresses, the guidance counselor continues to be available to both students and parent/guardians for any questions or concerns that arise about the schedule, career or college planning, or about social/emotional well-being. Please feel free to call or come in. The counselor monitors the progress of all students during the year and will call, write, or e-mail to parent/guardians if a conference is needed.

School Adjustment Counseling

Students and parent/guardians may request school adjustment counseling services when a student is experiencing personal, academic, or family distress. The goal of the program is to support school achievement and positive relationships while encouraging effective communication, problem solving, and self-esteem. Individual, group, and family counseling is available at school or referral to community-based social service professionals can be provided. If a student needs to meet with a school adjustment counselor more than three times, then parent/guardian permission is necessary. However, parent/guardians will be notified immediately in cases where a student's safety is at risk.

A school adjustment counselor (SAC) is a licensed independent clinical social worker. School adjustment counseling may be arranged by speaking with a guidance counselor or by direct contact with the school adjustment counselor.

Extra Help

Most students will need extra assistance with one or more of their courses at some time or another. One of the best ways to get help is for the student to see a teacher before or after school. The student should first check the teacher's posted availability for extra help and then talk with the teacher to select a specific day to come back for help. Another good way to get help is from a peer tutor. A peer tutor is usually a high school student who is volunteering his/her time to help other students with their schoolwork. Peer tutors are arranged through the guidance office. National Honor Society students may also be available for tutoring. Please check with the Guidance Office for more information.

The Learning Lab is also available to students who need help organizing their work or improving their study habits. Students may make an appointment to drop by the Learning Lab during their study hall. Students who have a diagnosed learning disability and who attend the Learning Lab as part of their schedule have priority over others who drop by during study time.

Substance Abuse Counselor

A substance abuse counselor is available on location daily to meet with students and/or families for assistance with substance abuse or smoking cessation. Students may make individual appointments through the guidance office or parent/guardians may make an appointment by calling the guidance office at 637-5560.