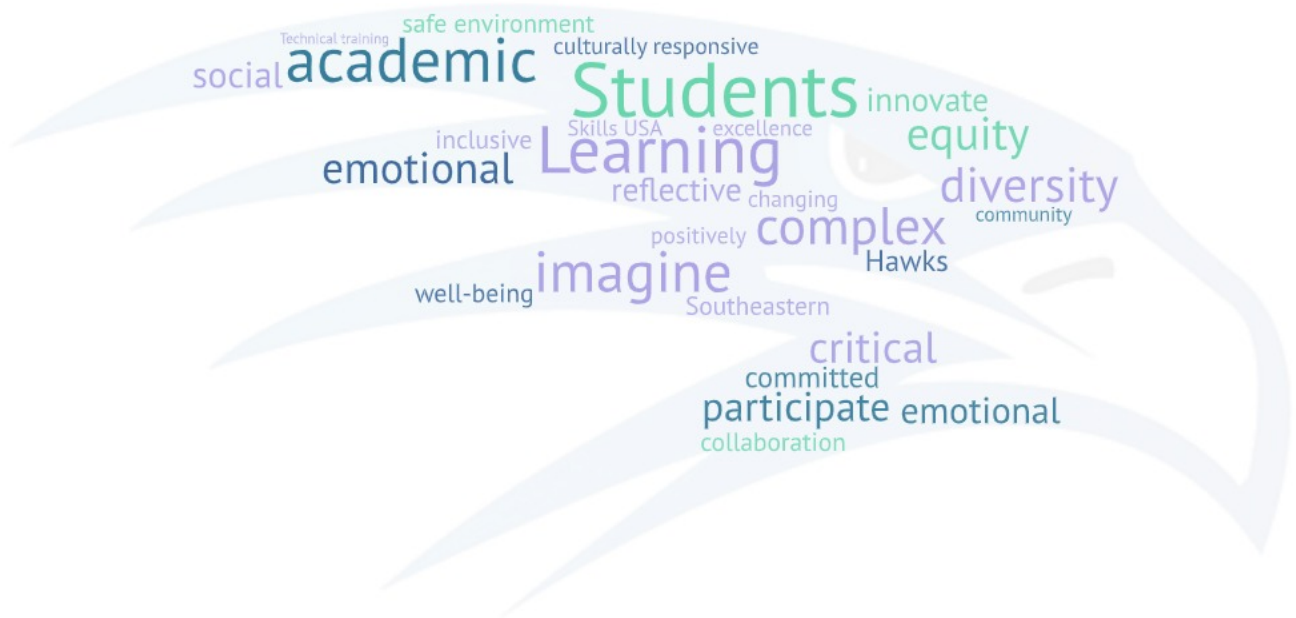




Southeastern Regional School District

District Curriculum Accommodation Plan

2021-2022



SERSD Mission Statement:

The Mission of Southeastern Regional Vocational Technical High School is to transform students into lifelong learners. We provide an opportunity for acquiring a high quality academic, vocational/technical and social education that prepares our students for the changing world.

SERSD Philosophy:

The mission and goals of the Southeastern Regional School District are organized around four core philosophies: Mastery of Foundation Skills, Development of Interpersonal Skills, Proactive Student Engagement and Commitment to Stretch Learning Initiatives.

SERSD Principles:

- We build strong content knowledge across a wide range of subject matter and we use technology and digital media strategically and appropriately.
- We utilize a multi-tiered system of supports and encouragement to foster academic, vocational, and behavioral success for all students.
- We actively understand other perspectives and cultures and communicate effectively with people of diverse backgrounds in our community classrooms and workplace settings. We actively embody our commitment to One Southeastern by providing opportunities for all members of our community to learn, achieve, and grow.
- We are a generation of independent self-directed learners, where strong work ethic, persistence, and community engagement are the expectations of all who walk our halls. We strive to be the best version of ourselves. We embrace challenges that prepare students for college career and life. We believe in you. We believe in us. We are One Southeastern.

Learning Expectations:

- Read and write effectively
- Speak articulately
- Comprehend written and spoken word
- Use critical thinking skills and problem-solving to address real-world problems
- Use a variety of relevant technology and informational resources in preparation for lifelong learning

Social Expectations:

- Assume responsibility for one's own behavior
- Demonstrate a willingness to resolve conflicts responsibly
- Maintain high moral and ethical standards
- Contribute to the welfare of others within and outside the school community

Civic Expectations:

- Make positive contributions to the community
- Demonstrate, through consistent action, an understanding and respect for the principles of a democratic society
- Discuss complex issues and ideas with people of different views with clarity and respectfulness

Why do we have a District Curriculum Accommodation Plan (DCAP)?

It is the law.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

A district shall adapt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular education teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming including but not limited to direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Massachusetts General Laws, Chapter 71, Section 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, make recommendations to the principal for the development, implementation, 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 the school improvement plan as provided below.

What does a DCAP ensure?

Changes to the Massachusetts Special Education Law require school districts to implement Curriculum Accommodation Plans (CAPs) to help ensure all efforts have been made to meet students' needs in general education. The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the general education classroom
- Accommodations to meet needs of the diverse learning styles within a general education class
- Provision of appropriate services and supports within the general education classroom
- Services to address the needs of children whose behavior may interfere with learning
- Encouragement of parental involvement in their child's education
- Encouragement of teacher mentoring and collaboration
- Assistance to general education staff through professional development and collaboration

The district recognizes that:

- Students have different rates and have different learning styles
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development
- Students differ in their ability to work and study independently
- At various times, students experience different reactions and responses to curriculum and instructional task demands
- Students require different amounts of supervision and instruction

It is with these statements the DCAP was designed. It provides an accounting of resources and accommodations available to all students and classroom teachers. The DCAP provides a process that SERSD follows in order to support learners in need.

General Overview

The following assistance is available to regular education teachers to help them analyze and accommodate the learning needs of all students:

- New Teacher Orientation and Monitoring Program
- Professional Development Plan
- At-Risk Referral Team
- Crisis Intervention Team
- Department Faculty Meetings
- Building Based Leadership Teams and weekly administrative meetings with Principal
- Equity and Bias training

Support Services that are available to students through regular education, including services to address the needs of students whose behavior may interfere with learning and students who are English Language Learners (ELLs).

- After-school assistance by appointment
- Guidance Counselors/Career Counseling
- School Adjustment Counselors
- Behavior Specialists
- Individual/Group Counseling/Social Skill Building Opportunities
- Technology Resources/Technology Integration Specialists
- Paraprofessionals
- English Language Learner Services
- Deeper learning
- Multi-Tiered System of Support
- Universal Design for Learning
- Co-Teaching
- Sheltered English Immersion (SEI) Endorsement for classroom teachers
- Follow-up services for students exiting English Language Learner Program
- Consultative Services – special education teachers, nurses, speech, school psychologist, behavior support staff, and school adjustment counselors
- Annual Review of Student Handbook
- Wellness program
- Late Bus
- Curriculum Mapping
- Curriculum Review Process
- Directed Study with Success Coach (new FY22)
- Peer tutoring

SERSD strongly encourages teacher mentoring and collaboration through:

- Department staff meetings
- Mentoring program
- Co-Teaching
- Common planning
- New teacher orientation
- Teacher Team concept for grade 9 (FY22)
- Supervisory support

SERSD strongly encourages and fosters parent/guardian involvement in their child's education.

- Home/School communication through the Principal and staff via SchoolBrains and our webpage
- Social Media Sites: Facebook, Instagram
- Parents as members of the School Council
- Parent-Student Orientation
- Advisory Board
- Principal Receptions
- Vocational Freshman Expectations Night
- SEPAC

- Working collaboratively with the PPIC (Principal's Parent Involvement Council)
- Annual Open House
- Annual Parent/Teacher Conferences
- Progress & Status reports
- Parent focus groups (new FY22)
- Advanced Placement Expectations Night
- Student Recognition ceremonies
- Financial Aid presentations
- Shared virtual webinars sponsored by Bridgewater State University

SERSD uses the following to make data driven decisions:

- Benchmark testing
- Placement testing for incoming students
- MCAS Data Analysis
- Reading Lexile testing
- Common Assessments
- SOS screenings by Adjustment Counselors
- Midterms and Final Exams
- Classroom and subject-specific assessments
- ACCESS for ELLs
- English proficiency testing upon enrollment

Instructional Support Intervention Process: Accommodations to the Curriculum, Teaching Strategies, Teaching Environment, or Materials

This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies

- Provide multimodal presentation of materials
- Utilize differentiated instruction and assignments
- Identify student's learning style
- Utilize multiple intelligence/learning style approaches
- Offer choice and voice for assignments and assessment when possible
- Develop alternate assessments – oral, multiple choice, read aloud, computer-based, project-based, etc.
- Offer extended time for tests and assignments
- Ongoing progress monitoring and feedback to students on progress
- Provide challenging projects
- Develop integrated curriculum projects
- Pre-teach vocabulary
- Repeat or re-teach concepts with a different approach
- Offer peer teaching/grouping activities
- Arrange partner or small group instruction
- Model content area reading strategies
- Provide individual help in the classroom
- Include study skills strategies
- Utilize transition clues
- Utilize technology/computer assisted instruction
- Quick Checks
- Enter and Exit Slips
- Examples and Exemplars
- Rubrics
- Use of graphic organizers
- Provide study guides and reference sheets
- Provide checklists for multi-step tasks
- Provide ESL supports
- Provide visual cues
- Manipulatives and hands-on strategies
- Break down tasks into manageable steps
- Shorten assignments
- Provide wait time and cueing
- Investigate computer technology solutions
- Strategic Classroom Seating
- Experiment with use of space

- Incorporate stress-release activities
- Extra help sessions
- Work contracts
- Utilize homework logs
- Utilize peer buddy system for study groups, or homework check-ins

- Textbooks available online
- Facilitate parent support/communication
- Provide strategies to parents for homework completion and organizations skills

English Language Learner Strategies

- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to assignment
- Break down classroom lessons into smaller segments
- Present and repeat instructions multi-modally
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time
- Use visual/auditory aids
- Preview assignments
- Keep page format simple

- Use emboldened text
- Divide page into clearly marked sections to reduce distractions
- Use of a bilingual dictionary
- Use of anticipation guides to tap into the ELL's background knowledge
- Underline key facts on study guides and outlines
- Use various types of visuals to display same information
- Content and language objectives should be stated and written where ELL student can see so they know what they are going to do and how will language be used to do it

Behavior Intervention Strategies

- Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Adult Mentor/Peer Mentor
- Positive reinforcement of desired behaviors
- Parent/Guardian contact
- Logical consequences
- Counseling
- Post classroom expectations in view of all students

- Alternative seating/Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Consult with Guidance, SACs, Administration, and Special Education Staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities

Organization Strategies

- Provide daily agenda
- Establish clear, consistent expectations
- Break down tasks into explicit chunks/manageable steps
- Visual Aids
- Teach students to use graphic organizers
- Study guides/Guided notes

- Use checklists, teacher check-ins, calendars, and project organizers to break down large assignments
- Create consistent routines for recording homework and classroom instruction

- Prompt to utilize agenda/planner to record all assignments/upcoming projects/assessments
- Instruct students in study skills and note-taking; and model these skills during instruction

- Provide prompts/time for students to place belongings in their folder/binder before leaving class
- Utilize flexible grouping and cooperative learning strategies
- Promote use of Google Calendar and Classroom for assignment and homework completion

Physical Strategies

- Preferential seating
- Frequent breaks
- Writing aids (pencil grips, etc.)

- Stress release activities (movement breaks, fidgets, etc.)
- Remove auditory distractions (silencing headphones, etc.)

Technological Supports

- Instructional software
- Calculators
- Chromebooks

- Speech to text and text to speech accessibility

Educators Guide: Philosophy to Support All Students

Southeastern prides itself upon the ability to think outside of the box to solve any problem. Every administrator and educator should feel comfortable to use self-reflection as a way to measure their own impact on student success.

All staff members are encouraged to utilize creative methods to ensure student success in their classroom. Educators are trusted ***to always use their discretion*** to assist students with learning and should monitor student progress so that every student leaves SERSD College and career ready.

Being self-reflective is key to any individual's success. All members of the Southeastern community should engage in continuous reflective practices. For example:

Educators should ask themselves the following questions to be reflective of their practice:

- What percentage of your students are meeting expectations?
- Which students will require additional intervention?
- Are my interventions effective?
- To what degree is instruction being implemented with fidelity?

Educators can use the following data points to measure effectiveness:

- Common Assessments
- Curriculum-based Measures
- District Benchmark Assessments
- End of Course Exams
- Historical data
- Literacy screening
- Multiple classroom data sources including textbook/program assessments, projects, classwork, homework, etc.
- Student engagement in your classroom
- Student completion of assignments

Educators should be using the following supports for all students:

- District Curriculum Accommodation Plan (DCAP)
- Additional Support Sessions
- Family Outreach
- Class observation
- Daily check-ins
- Computer based instructional programs

Table 1: Questions that May Help Guide the Assessment of Student Instructional Needs*:

Questions	Assessment Strategies
<p>How does the student perform within/outside of the classroom and in structured and unstructured activities?</p> <ul style="list-style-type: none"> • mastery of basic academic and social skills • functioning in small group/whole class activities • peer relations and teacher/adult relations • strengths/weaknesses 	<ul style="list-style-type: none"> • Systematic Observation of student • Student work products • Teacher reports • Anecdotal records • Curriculum-based assessment • Formal/informal test result • Interview with the student and family
<p>Are there gaps in the student's school history? Frequent changes in schools? Erratic school attendance?</p>	<ul style="list-style-type: none"> • Review of the school history/record • Family interview
<p>Is the student from a linguistically or culturally different background?</p> <ul style="list-style-type: none"> • proficiency in oral/written tasks in English and the primary language of the home • understands directions in English • primary language of casual conversation • experience with different types of learning tasks • child and parent attitude toward primary language • student comfort with school culture 	<ul style="list-style-type: none"> • Language assessment by assessor fluent in student's primary language • English proficiency assessment • Family interview/home visit • Interview with student • Student work products • Classroom observation • Teacher reports • Diagnostic teaching
<p>Are outside factors influencing student's performance?</p> <ul style="list-style-type: none"> • family trauma/crisis • physical care • involvement of outside agencies • employment 	<ul style="list-style-type: none"> • Family interview/home visit • Interview with student • Interview with others with assessment information
<p>What types of effective teaching strategies are used in the classroom?</p> <ul style="list-style-type: none"> • clear teacher expectations • opportunities for multisensory input/output • a range of instructional materials offered • effective behavior management • teaching style matched to student need • prompt teacher feedback • ongoing assessment • uses assessment to guide instruction 	<ul style="list-style-type: none"> • Systematic observation of settings in which the student has difficulty and success • Student work products • Anecdotal records • Teacher reports • Curriculum-based assessment • Formal/informal test results • Consultation with parents on effective ways to learn or demonstrate learning
<p>Is the curriculum broad enough to meet the needs of diverse learners?</p> <ul style="list-style-type: none"> • developmentally appropriate • accommodates learner diversity • experientially based 	<ul style="list-style-type: none"> • Systematic observation • Teacher reports • Curriculum-based assessment • Formal/informal test results
<p>Do school conditions provide the learner with needed resources and supports?</p> <ul style="list-style-type: none"> • availability of support services • up to date instructional materials • availability of instructional technology 	<ul style="list-style-type: none"> • Systematic observation of the school environment • Review of instructional materials • Student work products

*Provided by DESE

Educators Guide: Guiding Questions to Assist Students

1. How many times has the student stayed after school for support?

	<p>It is important to ask for specifics like, What dates? Which teachers? You may want to confirm this with teachers.</p> <p>If the student does not have a regular plan to stay with classroom teachers for support, show them the “Student Links” tab on our website and have them make a schedule for support using the teachers’ late night information.</p>
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2. Is attendance an issue?

	<p>Although there are many valid reasons for absences, you may want to review the dates of absences (if any). Do they occur only on the vocational or academic week? Did you scroll down to look at the class attendance? Is there a particular class being missed more than other classes?</p>
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3. Does the student have missing or incomplete assignments?

	<p>Review all zeroes and incompletes in School Brains & emphasize the need to work with teachers after school to ensure that assignments are complete and submitted. Is there a particular category of assignment that is hurting the student’s success? Homework? Tests? Projects/Essays/Portfolio? Classwork? Off-cycle assignments (homework for academics to be done during the vocational cycle or vocational assignments to be done during the academic cycle).</p>
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4. Time management/study skills

	<p>Has the student met with a liaison or guidance counselor on his/her late night for support with this overall plan? If not, add these check-ins to the after school schedule.</p>
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5. Other challenges

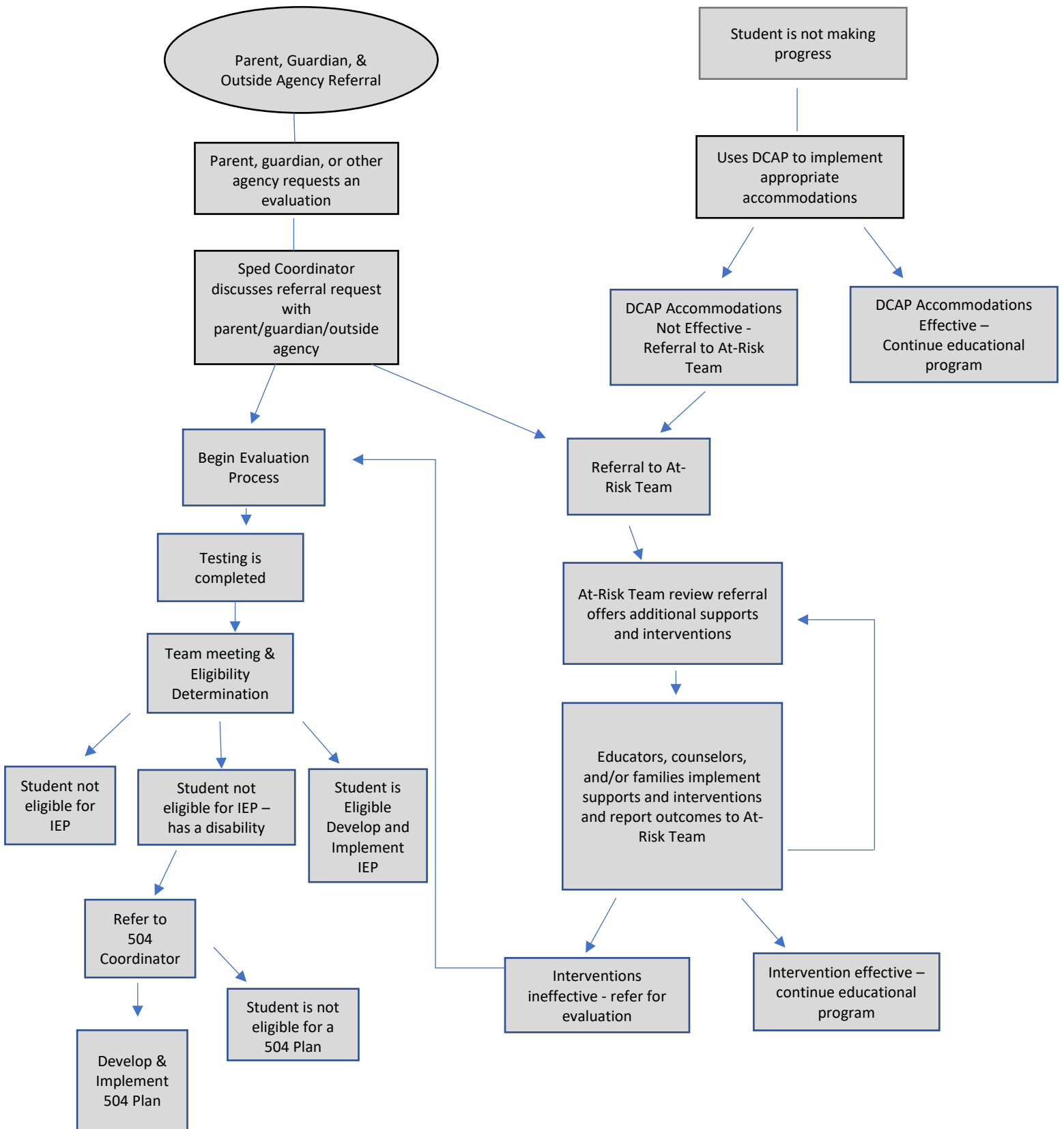
	<p>Review School Brains testing tab and transcript information. Are there other important factors that may be affecting student achievement? Lexile Level? Failing courses that need to be made-up?</p>
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Failing/Missing MCAS scores? Co-op reflections?
Translation or language issues?

Personnel and Support Services available to all students:

Service:	Staff Member:	Assistance With:
Coordination and Supervision	High School Administration	<ul style="list-style-type: none"> - What resources are available within the school - Support of staff as they implement student services - Consultation with parents - Assist in the development, revision, and evaluation of curriculum - Develops standards of conduct
Counseling Services	Guidance Counselors School Adjustment Counselors	<ul style="list-style-type: none"> - School-related mental health issues - Social skills training - Stress management - Consultation with parents, students and outside therapists
School and Career Counseling	Guidance Counselors Vocational Teachers	<ul style="list-style-type: none"> - Career and college guidance - Co-operative education referrals
Health Counseling	School Nurse	<ul style="list-style-type: none"> - Consultation with parents, students, and outside physicians - Assistance with obtaining MASS Health and other out of school supports
Behavior Consultation, General Education	Director of Student Life, Behavior Management	<ul style="list-style-type: none"> - Observation and planning for school behavioral issues - Develop Behavioral Intervention Plans - Consultation with parents, students, and outside school supports
Behavior Consultation, Special Education	Special Education Coordinator	<ul style="list-style-type: none"> -Conducting Functional Behavioral Assessments -Support referral process for special education eligibility
Oversight	Director of Student Support Services and Director of Student Life	<ul style="list-style-type: none"> - Assistance with finding support and services - Collaborative planning with parents and staff - Oversight of services available
Multi-tiered System of Support Team	Guidance Counselor, Nurse, Academic & Voc. Supervisor, Behavior Coach, Special Education Coordinator, Principal	<ul style="list-style-type: none"> - Consultation with parents, staff, and students on behavioral and academic issues - Consultation with outside service providers - Support for monitoring progress

Special Education Referral Process





Southeastern Regional School District At-Risk Referral Process

- If a staff member of the school determines a student is not making progress:
 - The staff member should first review the DCAP and implement accommodations and available interventions within the classroom and school setting. Examples include breaking tasks down into smaller parts, modeling, and explicit instruction and encouraging the student to seek after school assistance.
 - If DCAP accommodations and interventions are not effective, the staff member should complete the at-risk referral form on Teacher Links and submit to the Director of Student Life.
 - The Director of Student Life and the At-Risk Team will review the submitted At-Risk Referral Form and make recommendations. This can include:
 - Additional accommodations and interventions in the classroom.
 - Additional supports available within the school.
 - If interventions are determined to be effective, the student will continue to participate in the educational program.
 - If the interventions are not effective, the At-Risk Referral Team may offer additional suggestions or feedback or may determine a referral to special education.
 - Referral for a special education evaluation. The referral should include all areas of suspected disability (attention, reading, organization, task initiation, task completion, social, emotional, etc.) to properly identify areas needing further assessment as well as the at-risk referral form, documentation of interventions, and work samples.



Southeastern Regional School District Special Education Referral Process

The special education referral process can be parent, guardian, or outside agency (DCF) initiated or district initiated.

- If a parent initiates the referral, the Special Education Coordinator will contact the parent and obtain concerns.
 - Within 5 days of the referral, the Coordinator will initiate the evaluation process by sending the parent an evaluation consent form and **may** refer the student to the at-risk team during the evaluation process to obtain additional data.
- When a student is referred for a special education evaluation, teachers should continue to gather data through work samples and implement accommodations and interventions.
 - The Parent/Guardian must sign a consent to test form.
 - The evaluations will begin once the consent to test form is signed and received.
 - Evaluators will complete assessments.
 - General education teachers will complete the educational assessment B.
 - Guidance Counselors will complete the educational assessment A.
 - Within 30 days, testing will be complete.
 - Within 45 days, an initial eligibility meeting will be held.
- At the IEP team meeting, all assessments will be reviewed and the team will determine:
 - Does the student have a disability? If the answer is no, the student is not eligible for an IEP or 504.
 - Is the student making effective progress?
 - If not, is this a direct result of the disability?
 - Does the student require specially designed instruction?
- If the student is eligible for special education services, an IEP will be developed. The Principal, with the assistance of the Special Education Coordinator, coordinates the services within the building.
- If the student is not eligible for special education services, but has a disability, he/she may be eligible under a 504 plan. Referred to 504 Coordinator to determine eligibility.

Multi-Tiered Interventions

	Tier 1	Tier 2	Tier 3
Social Emotional Support	<ul style="list-style-type: none"> Reference District Curriculum Accommodation Plan (DCAP) to implement accommodations and strategies in class during instruction Teachers consult with School Adjustment Counselors, Guidance Counselors & School Nurse Mentors Wellness class 	<ul style="list-style-type: none"> One-to-one check-ins and reinforcement of strategies in the classroom Direct support with School Adjustment Counselor through check-ins Mentors/Success Coaches 	<ul style="list-style-type: none"> Direct support with School Adjustment Counselor through regularly scheduled sessions Bridge Program Crisis Team Mentors/Success Coaches
Social Skills	<ul style="list-style-type: none"> Teacher reminders & modeling of appropriate social expectations Pair with peer models Consult with School Adjustment Counselor or speech therapist Wellness class 	<ul style="list-style-type: none"> Frequent check-ins to reinforce use of strategies and accommodations in the classroom Direct support with School Adjustment Counselor or speech therapist through check-ins Mentors/Success Coaches 	<ul style="list-style-type: none"> Direct support with School Adjustment Counselor or speech therapist (i.e. social skills group) Mentors/Success Coaches
Behavioral Support	<ul style="list-style-type: none"> Reference District Curriculum Accommodation Plan (DCAP) to identify and implement accommodations and appropriate interventions in class Teachers consult with Behavior Specialists 	<ul style="list-style-type: none"> Direct support with Behavioral Specialists in class through check-ins Mentors/Success Coaches 	<ul style="list-style-type: none"> Scheduled meetings with Behavior Specialist Mentors/Success Coaches
Reading Support	<ul style="list-style-type: none"> In class support through strategies instruction Consult with speech therapist EL/FEL Skill courses Consult with EL teacher 	<ul style="list-style-type: none"> In class support through small group instruction Consult with speech therapist Consult with EL teacher 	<ul style="list-style-type: none"> Reading support outside of classroom with Speech Therapist
Organization and Study Skills	<ul style="list-style-type: none"> In class organizational & study skill instruction Directed Study (all 9th & 10th) Peer Tutoring EL Teacher Wellness class After school support 	<ul style="list-style-type: none"> Targeted small group or one-to-one assistance in class to support organization and study skills After school support Consultation with Academic, Vocational, and Special Education Supervisor/Teachers Mentors/Success Coaches 	<ul style="list-style-type: none"> Mentors/Success Coaches Consultation with Academic, Vocational, and Special Education Supervisor/Teachers Consultation with School Psychologist or Speech Therapist
Academic / Vocational support	<ul style="list-style-type: none"> In class instruction on reading, writing, and math strategies EL Teacher Consultation with Academic, Vocational, and Special Education Supervisor/Teachers Peer Model Directed Study (all 9th & 10th) Wellness class After school support Freshmen Exposure/Exploratory Mentors 	<ul style="list-style-type: none"> Targeted small group or one-to-one assistance in class to support reading, writing, and math skills Consultation with Academic, Vocational, and Special Education Supervisor/Teachers After school support Mentors/Success Coaches Progress Monitoring through Directed Study 	<ul style="list-style-type: none"> Mentors/Success Coaches Bridge Program Consultation with Academic, Vocational, and Special Education Supervisor/Teachers Consultation with School Psychologist Targeted instruction through Directed Study

