

# **CURRICULUM ACCOMMODATION PLAN<sup>1</sup>**

## **Masconomet Regional Middle School 2018-2019**

Masconomet Regional Middle School is committed to ensuring that all efforts have been made to meet students' needs in regular education classrooms. Regular education teachers are assisted in analyzing and accommodating the diverse learning styles of all children in their classrooms as well as providing them with support assistance when needed. New teachers are mentored during their first year at Masconomet. Parent involvement is not only encouraged, it is an integral part of the team meeting process. The many varied and wide-ranging activities, practices and processes - described herein - are in place to support all students at Masconomet Regional Middle School. Those students whose needs exceed the accommodations set forth in this plan are referred to the Middle School Student Support Team to consider Tier 2 or 3 interventions and to consider further testing to decide if a 504 plan or an individual education plan through special education is warranted. The following plan describes Masconomet's curriculum accommodation plan for all middle school students.

- 1. Instructional Practices:** practices responsive to the diverse learning of all students.
  - a. Multiple modes of instruction including project-based learning, simulation learning, collaborative learning, multiple intelligence strategies, literature circles, Socratic seminars, and various active learning strategies
  - b. Use of technology, including assistive technology
  - c. Heterogeneous grouping (e.g. cooperative groups, literature circles, etc.)
  - d. Varied forms of assessment (e.g. portfolio assessment)
  - e. Modified grades
- 2. Behavioral Needs**
  - a. Behavioral Consultants
  - b. Psychologist, Adjustment Counselors, Guidance Counselors, School Nurse, social groups, and lunch bunch support groups
  - c. Masconomet Student Support Team
  - d. Assistant Principal – student management
  - e. After school extra help, Masco Excels, and extra curricula activities
  - f. Health courses directed at adolescent social issues and global health issues
  - g. Working relationship with probation officer, DSS and DYS, monthly meetings of CII (Community Collaborative Initiative)
- 3. Remedial Programs**
  - a. Speech/Language Therapist Consult
  - b. Occupational Consults
  - c. Reading services
  - d. Writing tutors

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<sup>1</sup> The District's Curriculum Accommodation Plan (DCAP) was written to comply with Massachusetts General Laws – Chapter 71 Section 38Q1/2.

- e. Inclusion specialists in regular education classes
- f. Title I services in English and math (English is a pull out and math is a push into the classroom model)
- g. Targeted Literacy Course
- h. After school extra help (Monday – Thursday)
- i. Summer math camp

#### **4. Typical Accommodations and Interventions**

- a. Differentiated instruction
- b. Extended time on assignments and assessments
- c. Flexible schedules, including shortened days
- d. Tutorial LC Lab
- e. Student Support Center
- f. Masconomet Student Support Team
- g. Study guides
- h. Behavioral plans
- i. Support staff
- j. Homework checks
- k. Agenda books
- l. Calculators
- m. Math manipulatives
- n. Graphic organizers
- o. Verbal cues/prompts
- p. Word banks
- q. Blackboard
- r. Homework posted on various websites including Blackboard
- s. Templates/graphic organizers
- t. Guided reading
- u. Google Read and Write

#### **5. Documentation of Accommodations/Interventions**

- a. Team meeting notes
- b. Teacher records
- c. Data collection by staff
- d. Student Success Plans
- e. 504 Plans
- f. E-mail notification
- g. School nurse notes to teachers

#### **6. Consultation Support for Teachers**

- a. Guidance Counselors
- b. Therapists (OT, PT, Speech, and Reading)
- c. Language Based Literacy Specialists
- d. Adjustment Counselors and Behavioral Specialists
- e. Induction and mentoring program for new teachers
- f. Administration

- g. Crisis Management Team
- h. Title IX Coordinator
- i. Civil rights Coordinator
- j. Nurses
- k. Middle School Staff Support Team
- l. SHAC (School Health Advisory Council): School personnel and community members meet monthly to develop ways to meet social, emotional, and health needs of all students

## **7. Identification and Programs for E.L.L. students**

- a. Initial school enrollment form asks parents/student to identify primary language
- b. Trained personnel administer assessment Access for ELL students
- c. E.L.L. services
- d. S.E.I. Endorsed teachers and administrators
- e. RETELL Training

## **8. Practices That Support Mentoring, Collaboration, and Parent Involvement**

- a. Parent/teacher conferences
- b. Parent workshops conducted by guidance counselors
- c. In-service programs
- d. PowerSchool
- e. Blackboard
- f. School webpage
- g. Academic webpages
- h. Team meetings
- i. Letters and/or emails from the principal
- j. Principal's weekly update
- k. School Improvement Council
- l. Parent Advisory Council (PAC)
- m. Parent nights
- n. Parent volunteers
- o. Parent/nurse meetings
- p. Special Education Parent Advisory Council (SEPAC)
- q. Orientation programs for incoming students and their parents
- r. Tri-Town Council on Youth and Family Services
- s. E-mail and telephone communication
- t. Team/Teacher Web Pages or schoolnotes.com