

Mansfield Public Schools
District Curriculum Accommodation Plan
Revised August 2017 / Reviewed March 24, 2021

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators and staff in ensuring that all possible efforts are made to meet the needs of students in the general education setting by supporting teachers in the analysis and accommodations of student learning styles and needs. The DCAP document is intended to support the efforts of educators to provide effective interventions for struggling learners.

Massachusetts General Laws, 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.”

The Mansfield Public Schools DCAP has five main objectives and is based on the Massachusetts Educator Evaluation System. These objectives are also reflected in the District and School Improvement Plans.

- The district promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
- The district promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful; student assessments. Analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- The district promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- The district promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

The district promotes the learning and growth of all students and staff through ethical, culturally proficient, skilled, and collaborative practice.

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Vision Statement

The Mansfield Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

Mission Statement

The Mansfield Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

It is with these statements in mind that this DCAP was designed. It provides a list of resources and accommodations available to students and classroom teachers. The DCAP provides a process to support struggling learners.

Please Note: “The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for an received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.”

(Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001)

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General education provides a rich education experience for all students. The Mansfield Public School district is committed to the development of the general education classroom so that all students can achieve success in learning.

Objective:	Strategies:
<p>The district promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</p>	<ul style="list-style-type: none"> • Curriculum is aligned to Massachusetts Frameworks and the common core standards • Curriculum documents are available online to staff • Performance patterns in MCAS results are identified, including strengths and weakness with the development of plans for curriculum changes and student support • Teachers work in groups by grade level, department and faculty meetings to support teaching and learning processes • Professional development for teachers provided by teacher leaders, curriculum leaders, administrator, and outside consultants • Curriculum leaders assist administrators and teachers with curriculum and instruction facilitation, analysis of student achievement data, teacher assistance with curriculum modifications, and curriculum resources
Objective:	Strategies:
<p>The district promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives</p>	<ul style="list-style-type: none"> • Curriculum leaders, reading specialists, and administrators assist classroom teachers in analyzing instructional practice and student results • Curriculum leaders consult with classroom teachers as needed and facilitate grade level and/or department meetings • Each year’s MCAS results are analyzed and intervention plans are developed to assist struggling students • The work of teachers on curriculum committees and teams help facilitate alignment to the Massachusetts Frame

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	<ul style="list-style-type: none"> • Elementary literacy assessments are consistently used and analyzed across the district • Elementary math assessments are under development for consistent use across the district • Foundations phonics instructions is in place for K-3 • Literacy and math support staff assist teachers with the implementation of literacy and math lessons and assessments • Benchmarks and common assessments are currently being developed in math and literacy at grade levels K-5 • Integration of test-taking skills is part of the instructional process in classes with the use of MCAS test formats
<p>Objective:</p>	<p>Strategies:</p>
<p>The district promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.</p>	<ul style="list-style-type: none"> • Literacy help teachers to administer assessments, interpret results and design curriculum and instruction to meet student needs • ELL staff provides language learning instruction and support for students in academic classes • Title I and reading teachers provide targeted reading support to eligible students • Behavior support available through psychologists, guidance counselors, and special education teachers • After-school teacher availability on regular basis in grades 6 – 12 • Academic Learning Center for academic support services • Summer Achievement Programs K – 12 • MCAS mastery tutoring offered in Math and ELA • Building-based teacher support teams in each building convene regularly to provide instructional and behavioral intervention suggestions to teachers at Secondary level • Each school has guidance and/or counseling personnel and

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	<p>health office staff to support students and staff</p> <ul style="list-style-type: none"> • Occupational, Physical, Speech Therapist, and Special Education Liaisons provide teacher consultation, classroom observation of students, and informal screening of students • School Psychologists, guidance counselors and special education liaisons are specialists in behavior observation, consultation and program development and can provide support to classroom and specialist teachers as needed. • Principals, Assistant Principals and Special Education staff provide consultation to teachers around students struggling with academic, social, emotional and behavioral issues • Psychologists and/or adjustment counselors provide regular and ongoing consultation to staffs at all levels
<p>Objective:</p>	<p>Strategies:</p>
<p>The district promotes the learning and growth of all students through effective partnership with families, caregivers, community members, and organizations.</p>	<ul style="list-style-type: none"> • Guidance staff provide individual and small group social skills and issue-specific groups • Social Emotional Learning programs in general education such as Open Circle, PBIS and Social Thinking Curriculum and RTI Interventions • Report Cards and progress reports are issued regularly • Parent-teacher conferences are held regularly • Open House welcome students and parents into the school in September • Back-to-School Nights are held at all schools • District and school websites and listserves provide on-going information to parents • Parent volunteer opportunities are made available • The Freshman Experience provides an orientation to MPS each August for incoming students • Teacher websites and/or the use of access for students

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	<p style="text-align: center;">homework assignments and other learning activities</p> <ul style="list-style-type: none"> • Electronic Backpack • All-Call to parents for emergencies and messages • Monthly Principal letters
Objective:	Strategies:
<p>The district promotes the learning and growth of all students and staff through ethical, culturally proficient, skilled, and collaborative practice</p>	<ul style="list-style-type: none"> • Professional development is provided for teachers in content and pedagogy • All new teachers are provided qualified mentor who has completed the mentor training • New teachers attend 1-day orientation prior to the start of the year • New teachers participate in an induction program that includes seven-hours of after-school sessions throughout the year • Mentors meet regularly with the teacher during the first year of employment to share successes, identify and address needs, and offer assistance

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Instructional Support Interventions

Accommodations may be made to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful for individual students.

Curriculum/Instruction/Assessment Strategies

- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social or academic improvement plans
- Provide cueing and “wait time” or “think time” to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-touch concepts with a different approach
- Differentiate instruction, materials, assignments, and/or assessments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems
- Provide strategic seating/flexible seating arrangements
- Provide frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide manipulative
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, web sites and textbooks for homework support
- Provide study guides
- Provide strategies to support parents with homework completion
- Allow extended time for those tests that determine a student’s knowledge and mastery of content
- Allow the use of word processing or calculators for assignments and assessments
- Effective RTI Interventions K-12

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Behavioral Intervention Strategies

- Implementation PBIS at grades K-5
- Post classroom expectation in view of all students
- Classroom interventions by guidance counselor
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvements plans
- Utilize charts and graphs to monitor expectations
- Adjust classroom management strategies
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks during instructional periods
- Incorporate stress-release activities
- Remove distractions
- Effective RTI Interventions K-12
- Use of positive behavior plans
- Social skills groups
- Lunch bunch groups
- Crisis Intervention teams
- Bully Curriculum Programs

Organization Strategies

- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize flexible learning
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students