Mansfield

Inspire, Empower, Engage

Mansfield Public Schools

District
Curriculum
Accommodation
Plan

What is a District Curriculum Accommodation Plan?

Mansfields Public Schools in compliance with the Massachusetts General Law has developed a District Curriculum Accommodation Plan (DCAP). This plan will serve as a guiding document for staff to ensure that all students in all classes are provided with the tools and strategies to be successful. The purpose of this tool is to support educators in their planning and instructional efforts to meet the varied needs of all students and to ensure equitable access to the curriculum. The DCAP document outlines the accommodations, optimal instructional methods, and interventions that are available for all students to build upon their unique strengths and varied approaches to learning.

CHAPTER 71 MASSACHUSETTS GENERAL LAWS: SECTION 38 ½ Q INDICATES:

"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."
http://www.malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38z1-2
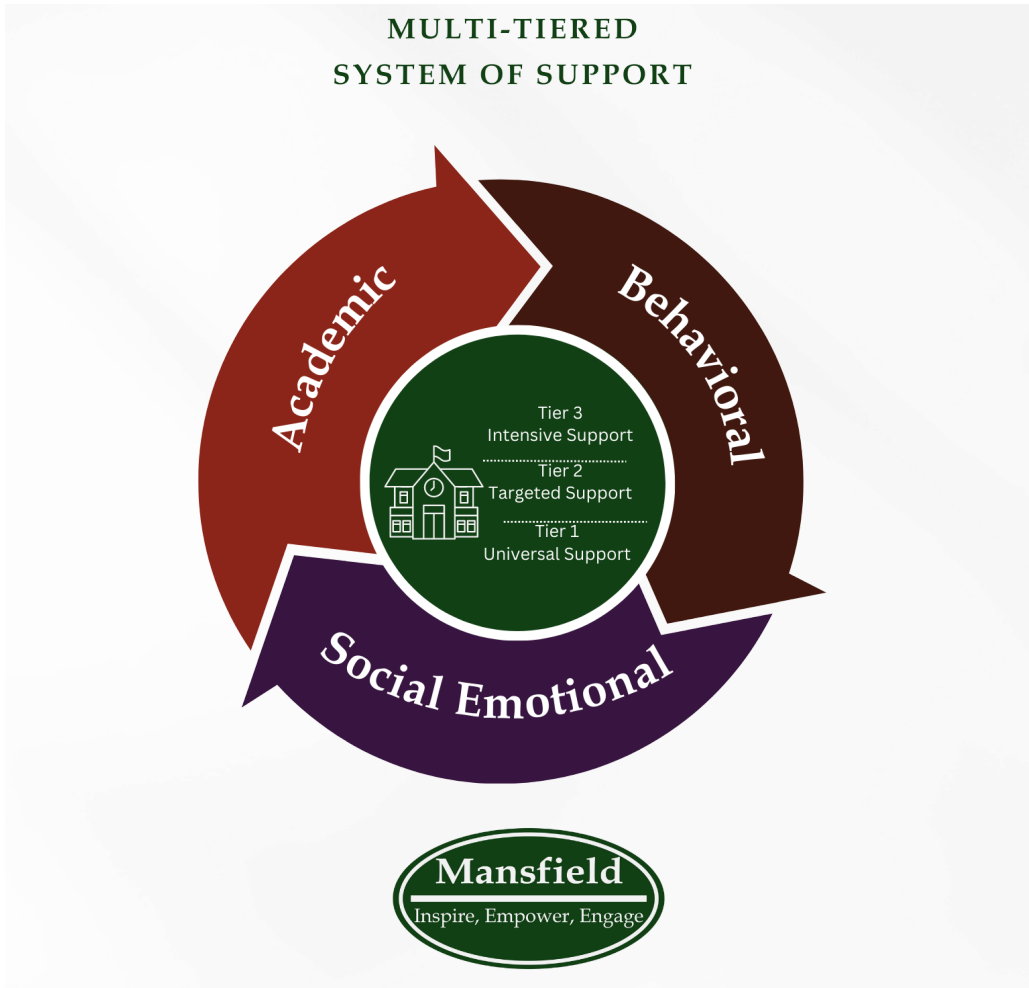
Our Vision:

Our vision of the ideal school is one in which all students are actively and intellectually engaged in their learning as a result of the instructional practices that are personalized, differentiated, innovative and designed to challenge their thinking and understanding. The result of our collective efforts is for all students to achieve their personal best and become meaningful contributors to our society.

What is the Goal of the DCAP?

It is with our Vision and Mission statements in mind that our DCAP was created. As a part of our multi-tiered system of support (MTSS), the goal of the DCAP is to assist educators with content based instruction, using high yield instructional strategies that will assist with student understanding, and will support inclusive practice, which is linguistically responsive and culturally sustaining, for all learners.
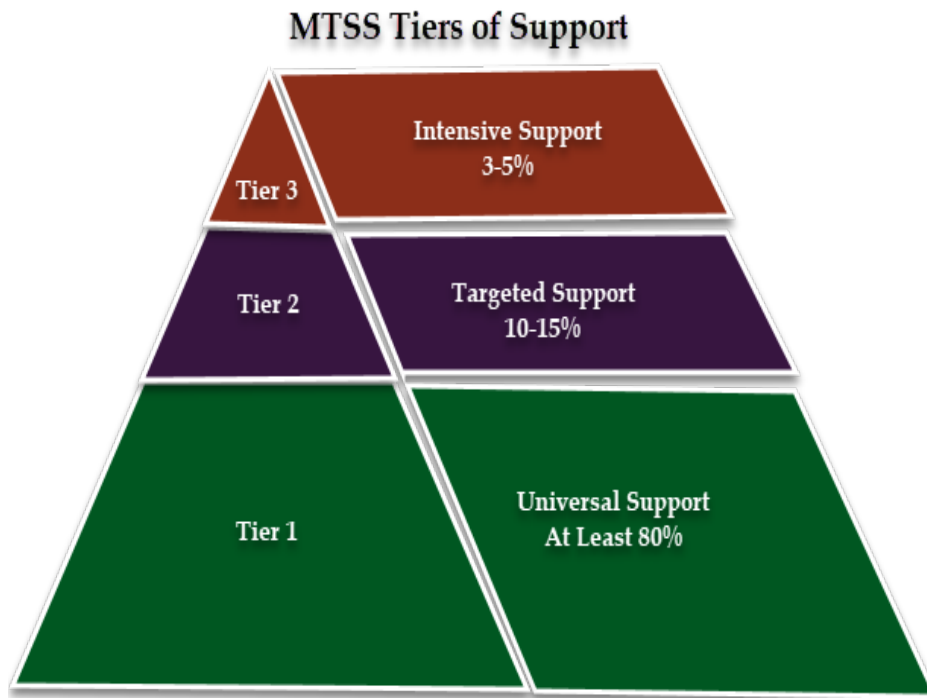
Mansfield Public Schools

What is MTSS?

According to the [Every Student Succeeds Act](#) (ESSA, 2015), a multi-tiered system of support (MTSS) is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making."

MULTI-TIERED SYSTEM OF SUPPORT

Academic

Behavioral

Social Emotional

Tier 3
Intensive Support

Tier 2
Targeted Support

Tier 1
Universal Support

Mansfield
Inspire, Empower, Engage

Mansfield Public Schools

Description of Tiers of Support

Tier 1: This is the instruction that's guaranteed for everyone -- all students, in all classrooms, throughout our district. All students receive high quality, evidence based instruction focused on grade-level standards. Students in grades K-8 are screened on a periodic basis to identify learners who need additional support.

MTSS Tiers of Support

Tier 3 — Intensive Support 3-5%

Tier 2 — Targeted Support 10-15%

Tier 1 — Universal Support At Least 80%

Tier 2: Targeted support occurs in addition to supports that are provided in tier 1 settings. These supports typically occur in small groups and may include additional opportunities to practice skills necessary for core instruction or strategies for enrichment.

Tier 3: Students receive individualized, intensive interventions that target identified areas of need. These are often explicit, focused inventions with progress monitoring that occur individually or in a very small group.

Mansfield Public Schools

Robinson Elementary School

Identification of Students Requiring Intervention

The Robinson Elementary School actively monitors student performance to ensure that a multi-tiered system of supports is in place for each student. The Robinson Student Support Team meets weekly to monitor student growth, identify students requiring intervention, and to progress monitor students receiving tiered interventions. When students struggle to make progress despite interventions, this group may identify that a student could require further evaluation to determine what is hindering progress.

Students at Robinson are screened using nationally normed screeners three times per year (fall, winter, spring) in literacy and math. Data from these screeners, as well as school-based common assessments, and formative assessments is used to drive instructional practices and to identify students requiring intervention. Intervention cycles run between 6 to 8 weeks. Attendance and conduct data is regularly reviewed to determine if students require additional support such as behavior incentive plans, or truancy reduction plans.

Accommodations

Academic Supports
Student Accommodation
Assessment ● Use of manipulatives for assessments. ● Extra time to complete curriculum-based assessments. ● Repeat/rephrase directions when needed. ● Eliminate auditory and visual distractions when possible. ● Monitoring the placement of answers. ● Graphic organizers or visuals that students are familiar with and can utilize for assessments ● If the goal of an assessment is not reading, written information should be read/clarified/repeated. ● Provide assessments in segments so that students hand in one segment before receiving the next part ● Allow for longer written answers to be delivered verbally or scribed, especially for math assessments. ● Provide a visual of the test on the smartboard so students can follow along. ● Limit the amount of material presented on a page. ● Allow for color-coding/highlighting on the test. ● Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests.

- Utilize untimed assessments - except as necessary for reading and math benchmark assessments.

Instructional

- Wait/think time to process information and/or to formulate a response
- Incentives and reward systems
- Use of manipulatives / hands-on engagement to connect to learning material
- Checklists
- Frequent check-ins to ensure understanding of skills and assignments
- Provide student with examples and models of what the finished product will look like
- Highlighting for fine motor and writing skills
- Provide leveled small group instruction with differentiation
- I do, we do, you do strategy
- Movement in instruction, ex. write the room,movement breaks, etc.
- Think and Share: allows all students to have enough time to think about their answer before sharing as a class
- Provide a variety of instructional formats and materials, i.e, videos, worksheets, computers, games
- Multi-modal presentation of instruction and materials----slideshow with music/songs, visual cues, opportunities to move and fast paced/engaging
- Provide repeated exposure, review, repetition, and overlearning at each step, prior to introducing a new concept.
- Pair verbal information with visual supports, models, and examples whenever possible.
- Connect new information to prior knowledge to make learning meaningful.
- Frontload/preview vocabulary for lesson
- Break down tasks into manageable units
- Revising/restating/paraphrasing directions
- Exit tickets to assess understanding.
- Provide multiple exposure opportunities to increase practice
- Scaffolding instruction
- Allow extra time to complete assignments
- Provide graphic organizers to support reading, written language, and math.
- Provide math reference sheets (multiplication chart, place value chart, etc).
- Focus on the quality of the student's written work, rather than the quantity.
- Pair visual directions with verbal directions.
- Use simple, concise instructions with concrete steps.
- Reduce the amount of content presented on a page.
- Utilize untimed/alternative assessments: oral, multiple choice, computer-based, read aloud- except as necessary for reading and math benchmark assessments.
- Frequent progress monitoring.

Organizational

- Post a written or visual classroom daily schedule.
- Checklist on student's desk/table
- Highlighting for fine motor and writing skills
- Desk/table checks with small reward incentives.
- Labeled folders and toolboxes for materials.
- Step-by-step visuals for students who struggle with organization
- Labeled areas around the classroom to place materials.
- Systems to support students during arrival and dismissal
- Color coded workbooks/notebooks for easy retrieval.
- Provide designated choices during unstructured times
- Non-verbal cues in the classroom

Behavioral Supports
Student Accommodation

Behavioral

- Positive whole class/individual reinforcement such as sticker charts, stamps, check in/out, etc.
- Movement breaks built into the school day.
- Frequent communication with parent(s)/guardian(s)
- Frequent verbal praise for following expected routines and behaviors.
- First/Then statements.
- Expectations charts for all parts of the day.
- Use of visuals for expected/unexpected behaviors
- Use clear and predictable expectations, rules, and routines to assist the student in understanding expectations and limits within the school..
- Non-verbal cues to redirect behavior.
- Provide choice, alternative seating to promote positive choice-making
- High levels of positive reinforcement of desired behaviors with fading prompts and reinforcement.

Social/Emotional

- Role Model/Role Play to develop understanding of social situations
- Consultation between classroom teacher and counselor/school psychologist
- Provide non-verbal check-in methods i.e, thumbs up/side/down
- Calm breathing techniques and/or visuals to assist with self-regulating

Mansfield Public Schools

- Read alouds that address social emotional needs
- Built in movement breaks
- Classwide protocol and/or strategies for self regulation
- Create and develop classroom community
- Assign a class line order as needed
- Preview changes to the daily schedule
- Provide warnings prior to transitions
- Provide immediate feedback and in-the-moment coaching for unexpected behaviors.
- Post classroom expectation/review expectations frequently for all students.
- Provide strategic seating/flexible seating arrangements.
- Post a written or visual classroom daily schedule.
- Specified classroom jobs and expectations so students know what is expected.

Occupational Therapy

Pencil Grasp
- Short crayons and pencils promote mature grasp patterns
- Twist and Write pencil supports a more mature grasp pattern
- Place a sticker/marker dot on index finger/thumb to remind student to hold pencil in a pinch
- Provide a visual of appropriate pencil grasp on desk and in classroom
- Place a sticker on the webspace of the backside of the hand (between index finger and thumb) and remind student that pencil should be resting there
- Provide opportunities for students to engage with tools that promote mature patterns (i.e. tweezers, eye droppers, using paper clips, clothes pins, links, coins, etc.)

Handwriting
- Check to make sure child is sitting with good posture including feet on the floor and pulled up to the desk
- Use midline paper
- Use of yellow adaptive highlighted paper (see OT)
- Highlight boundaries as needed (i.e. baseline for writing that drifts down or slopes up, midline for cues for appropriate sizing)
- Use a binder as a slant board to promote appropriate posture and minimize the need to re-focus from board to paper.
- Provide opportunities for multisensory letter formation activities (playdough mats, sand writing, wet, dry)
- Provide daily practice with letter formation (i.e, before school work)
- Use yellow highlighter to write a letter or words on paper using the proper formation and then have students trace over it

Cutting
- Make sure child is seated with feet on floor, elbows at side and close to body
- Self-opening scissors
- Copy the project onto a thicker piece of paper to make it easier to hold and manipulate
- Teach that thumbs (on both hands) should be pointed up to the ceiling.
- Provide opportunities (classroom activities or worksheets) to practice snipping and cutting along a straight border.
- Trim off excess prior to giving it to the student to cut

Self Regulation/Attention
- Frequent movement breaks (yoga poses, short walk, run in place, jumping-jacks, cross-crawl (can do these sitting)
- Wall push ups
- Standing desks
- Bouncy band on chair legs (see OT)
- Heavy work (push, pull, carry, wipe)--chair push ups, wipe down desk with cleaning wipe, carry books to the library, palm presses, give yourself a hug
- Utilize the sensory path near the kindergarten wing
- Wiggle disk/seat cushion
- Use of fidget items
- Velcro underneath desk or seat to provide tactile input
- Deep breathing
- Flexible seating options (T-stool, standing desk, clip board, sit on floor against wall)

Speech and Language

Articulation
- Provide robust models of targeted sounds
- Use touch cues to elicit correct sound production

Language
- Breakdown complex directions into simple steps
- Pre and post teach critical concepts
- Frequent check-ins to assure comprehension
- Provide models of completes tasks to enhance understanding of expectations
- Repeat and recast targeted grammatical structures

Jordan/Jackson Elementary School

Identification of Students Requiring Intervention

The Jordan/Jackson Elementary School actively monitors student performance to ensure that a multi-tiered system of supports is in place for each student. The Jordan/Jackson Student Support Team meets weekly to monitor student growth, identify students requiring intervention, and to progress monitor students receiving tiered interventions. When students fail to make progress despite interventions, this group may identify that a student could require further evaluation to determine what is hindering progress.

Students at Jordan/Jackson are screened using nationally normed screeners three times per year in literacy and math. Data from these screeners, as well as MCAS data, school-based common assessments, and formative assessments is used to drive instructional practices and to identify students requiring intervention. Intervention cycles run between 6 to 8 weeks. Attendance and conduct data is regularly reviewed to determine if students require additional support such as behavior incentive plans, or truancy reduction plans.

Accommodations

Academic Supports
Student Accommodation

Assessment
 	
● Provide strategic seating/ flexible seating arrangements
● Allow use of privacy screen or separate area to promote focus
● Provide tools
    ○ reference sheet
    ○ word bank
    ○ manipulatives
    ○ graphic organizers
    ○ sites and textbooks
● Adjust Assessments
    ○ Limit number of questions per page
    ○ Provide more space for answers and work
    ○ Highlight or number multi-step questions
● Give students examples of work that would be considered Meeting Standards.
● Extra time to complete assessments that determine knowledge/mastery of concept
● Administer test aloud to group or class
● Read aloud, repeat or clarify directions
● Allow oral responses/scribed responses where appropriate
● Highlight key information
● Utilize study guides/ practice tests

- Regular/weekly fluency checks
- Allow students the opportunity to make corrections
- Reduce anxiety around tests and assessments (variety of means)
- Study tools (i.e. flashcards, access to school software tools)
- Curriculum topics shared with families

Instructional

- Provide multimodal presentation of instruction and materials
- Differentiated instruction, materials, assignments, and/or assessments
- Utilize technology and computer-assisted instruction
- Flexible seating
- Small Guided Group lessons
- Ability to preview material prior to lesson
- Repeat directions/have student repeat back
- White boards and markers
- Manipulatives
- Check-ins, reread for clarification
- Graphic organizers
- Differentiated center activities
- Use of multiplication charts
- Reduced homework/classwork
- Fact practice
- Reading fluency practice
- Visuals
- Highlight important information
- Breakdown tasks into smaller, more meaningful steps
  - i.e.-Color code multi-step tasks or projects
- Extended time on classwork
- Possibility of integration of movement/music
- Rubrics
- Reference pages with relevant information to the current topic
  - Multiplication chart and divisibility rules
  - Conversation Formulas
  - Editing
- Assignments listed (slide, agenda book, calendar)
- Guided writing prompt
- Vocabulary word bank - with and without pictures, as needed
- Clock partners
- Demonstrations
  - document camera, visuals, written instructions, examples.

Mansfield Public Schools

- ○ Use of different paper for work-computation paper; graphic organizers; use of whiteboards for quick check in on understanding; play games to learn and review skills; Learning Management System with a variety of resources and material to meet all needs
- Visual/Auditory Timers for Transitions
- Provide choices of ways to demonstrate knowledge of skill (draw it, type it, write etc.)
- Provide check-ins/surveys to check student understanding

Organizational

- Daily schedule posted in classroom
- Morning work to-do list projected on smartboard/easel each morning
- Accessible links to frequently used websites
- Color-coded folders & notebooks
- Use agenda books for assignments
- Home/school folder or binder for homework
- Mailbox system for papers going home
- Teach and model time management skills
- Provide organizers and time to organize desk
- Provide written schedule with due dates for projects (each step)
- Visual supports around the room (labels, steps)
- Personalized checklists for students who required support with organization
- Classroom job system (weekly jobs that rotate)
- Utilize a classroom or student calendar via the agenda book or digital calendar

Behavioral Supports
Student Accommodation

Behavioral/Social/Emotional

Behavioral
- Teach, post and review classroom expectations
- Display visuals of expected behaviors
- Preview expectations before new or challenging activities
- Establish a non-verbal cue for redirection
- Arrange seating to minimize distractions
- Provide flexible seating options throughout the classroom
- Allow movement and sensory breaks
- Access to coping tools (fidgets, coloring, sensory tools)

Mansfield Public Schools

- Develop student contracts or improvement plans as needed
- Utilize systems to promote expected behavior- incentives/rewards: points, chart, tickets
- Positive reinforcement
- Use whole class rewards for meeting community expectations
- Provide quiet space or access to chill zone
- Provide the opportunity for reflection/think sheets after unexpected behaviors
- Encourage communication and apology when applicable
- Include the entire team, including guardians, to support students
  - Access to counselor
  - Home/ school folder
  - Weekly email to families

Social/Emotional
- Create classroom rules together as a class and post them in view of all students
- Daily greeting as students arrive
- Morning meeting, with a regular schedule to encourage sharing (i.e. Talk About It Tuesday, Would You Rather Wednesday, etc.)
- Regular opportunities for social time (snack, small groups, games)
- Strategic partnering for assignments and activities
- Strategic seating
- Class movement breaks and "brain breaks"
- Read-alouds that support social and emotional learning
- Use of positive reinforcement, positive feedback for behavior, academics, relationships, etc.
- Classroom interventions by counselor
  - Whole class lessons on coping strategies, social skills
  - Lunch bunch or social skills groups, as needed
  - In the moment social coaching
- Check-In/Check-Out
- Growth mindset lessons at start of school year
- Character & Citizenship lessons to support social/emotional learning needs present in class
- Non-verbal check-in or exit card (emojis or rating of how they are feeling)
- Celebrating all cultures by studying and discussing all holidays; supported with read-alouds and activities
- Whole-class incentive system so that students work together to earn/achieve
- Positively reinforce kindness (Bentley award, shout-out during morning meeting)
- Goal setting beginning, middle, and end of year
- Journaling thoughts or feelings with option to share
- Practice mindfulness strategies (relaxation, focus, breathing)
- Establish non-verbal cues for students that need redirection or breaks

Mansfield Public Schools

- Utilize zones of regulation (colors)
- Offer 1:1 time as both reward or necessary check-in ("let's do lunch" or "let's do recess")
- Discuss class problems (anonymous option) and solve together
- Assign and rotate classroom jobs

Health/Medical

- Provide access to nurse's office and bathroom
- Provide clearance to leave class 2-3 minutes early
- Provide a chair/pillow to elevate extremities
- Give preferred seating
- Provide access to content materials (books, electronic version of books, etc.) from home
- Allow snacks
- Provide student escort
- Provide use of elevator
- Access to alternative space for lunch/recess, as needed

Physical/Structural

- Establish clear routines: behavioral, social, emotional
- Allow for movement and sensory break
- Communicate frequently with parents
- Set clearly defined standards for behavior
- Experiment with use of space
- Limit distractions (auditory and visual)
- Offer flexible student groupings
- Provide strategic seating
- Use visual, auditory and transitional supports
- Use transition cues for space changes
- Use data analysis to monitor positive behavior changes
- Jordan/Jackson Citizenship & Character Education
- Allow alternative setting for testing
- Use data analysis to monitor positive behavior changes
- Jordan/Jackson Citizenship & Character Education
- Allow alternative setting for testing

Mansfield Public Schools

Qualters Middle School

Identification of Students Requiring Intervention

The Qualters Middle School monitors student progress through multiple measures. These include, but are not limited to, screeners in reading and math, common assessments, MCAS scores, conduct records, and attendance records. The Multi-Tiered Supports Team meets regularly to progress monitor student performance and make recommendations regarding interventions.

QMS takes a multi-tiered approach to addressing students' academic, behavioral, and social emotional teams. Student growth is regularly monitored by the faculty and the MTSS Tier III Team. When students require pull out intervention, parents and or guardians are notified in writing.

Accommodations

Academic Supports
Student Accommodation
Assessment • Extended Time • Read aloud/ clarify directions • Scaffolded graphic organizers as needed • Oral augmentation on assessments not assessing writing • Correct & Reflect for recovery credit • Screen students in reading and math 3 X/ year • Provide study guides / review sheets • Allow breaks

Instructional
 	
• Post and review lesson's purpose and agenda
• Reduce quantity of work in favor of quality
• Make hard copies available for online work
• Provide wait time before calling on students
• Use assistive technology, e.g. screen readers, captions, audio books, etc.
• Utilize Word Bank/ Word Wall
• Direct instruction on text features
• Direct instruction on study strategies and notetaking
• Use of models and exemplars
• Prompt for task initiation
• Prompts and supports for task completion
    ○ Sentence starters
    ○ Sensory timers

Mansfield Public Schools

        ○ Checklist
- Review/clarify directions as needed
- Teacher feedback on student work
- Use memory aids during instruction (e.g. mnemonics, imagery, acronyms, choral responses, etc.)

Organizational

- Direct instruction on creating and using graphic organizers
- Model use of the student agenda
- Model and utilize a digital agenda
- Direct instruction on time management and prioritization
- Regularly scheduled cleanouts of binders/folders and lockers
- Post homework in a visible location
- Model how to use student information system (SIS) and learning management system (LMS)
- Assist with material organization
- Regular opportunities and structures for reflecting on progress
- Utilize a system for numbering/labeling assignments/handouts
- Offer alternative presentation for resources/assignments (e.g. print, digital)
- Support use of alternative organization systems (e.g. accordion folder)
- Develop checklist/timeline for work/make-up work

Behavioral Supports

Student Accommodation

Behavioral/Social/Emotional
- Buzz Bucks
- Post rules
- Review class expectations before transitions
- Flexible seating
- Review class agenda at the start of class
- Break down tasks into manageable chunks
- Post schedules/routines
- Preview changes in routines
- Use of a calm neutral tone
- Avoid the use of sarcasm
- Partner with families/adults at home
- Teach and encourage self-monitoring with visual cues, charts/checklists
- Provide instruction in conflict resolution and relationship skills
- Post visuals for social expectations
- Provide/post coping strategy options
- Movement breaks, brain breaks, calming activities
- Allow student to run errands
- Suicide screening and intervention program

Mansfield Public Schools

Health/Medical
- Access to nurse/counselor
- Access to bathroom
- Access to water/snacks
- Provide reassurance, progress monitoring
- Provide regular check-ins
- Strategic seating
- Use non-verbal cues
- Use (remind) self-regulation strategies
- Wear headphones
- Provide copies of notes
- Increase white space on documents; break large amounts of text into smaller sections

Physical/Structural

- Utilize strategic and/or flexible seating arrangements (e.g. near door, near point of instruction; standing desk, larger table, fitness ball, wiggle stool, etc.)
- Extra set of textbooks
- Adjust temperature and/or lighting
- Provide graph paper, large graph paper, large lined paper, or other appropriate alternative for written work
- Access to sensory items
- Access to elevator

Mansfield Public Schools

Mansfield High School

Identification of Students Requiring Intervention
Mansfield High School actively monitors student performance to ensure that a multi-tiered system of support is in place for each student. Our Student Support Team meets weekly to identify students requiring intervention, monitor student growth, and to progress monitor students receiving tiered interventions. The Student Support Team reviews all available data including; MCAS data, school-based common assessments, formative assessments, attendance, and qualitative teacher data are used to drive instructional practices and to identify students requiring intervention. When students fail to make progress despite interventions, the SST may identify that a student could require further evaluation to determine what is hindering progress.

Accommodations

Academic Supports
Student Accommodation
Assessment   - Allow extended time   - Teach test and note-taking strategies   - Allow word banks and/or graphic organizers   - Use of alternative setting for assessments   - Read aloud/clarify directions   - Provide rubrics to clarify expectations   - Provide multiple means to demonstrate knowledge (written, verbal, project-based, etc)   - Provide study guides and/or review sheets   - Allow breaks in the classroom setting (standing desk)
Instructional   - Post and review lesson's purpose and agenda   - Identify essential questions and articulate learning goal   - Post and review the daily agenda   - Use of models and exemplars   - Preview new concepts   - Notes available in various formats   - Identify key vocabulary and provide a word bank and/or visuals when appropriate   - Emphasize points within written text/material   - Point to visuals and captions while speaking   - Vary student grouping   - Directly teach reading strategies   - Clearly model steps, procedures, and questions to ask when solving problems   - Provide models or examples of end products   - Check for understanding frequently

Mansfield Public Schools

- Provide scaffolding and supports
- Provide enlarged copies or additional writing space
- Provide manipulatives, learning aids, and/or concrete models
- Provide study guides and/or review sheets
- Provide visual and transition cues
- Utilize wait time
- Offer calculators when appropriate
- Use "think-alouds" and other metacognitive strategies
- Provide technology and assistive technology
- Use Teacher-check-ins or project organizers to break down long-term assignments
- Provide student conferencing time
- Offer after school support
- Support oral or written responses with sentence frames in EL
- Provide strategic/flexible seating options
- Direct instruction on text features
- Direct instruction on study strategies and notetaking
- Prompt for task initiation
- Prompts and supports for task completion (sentence starters, sensory timer, checklist,etc)
- Review/clarify directions as needed
- Use memory aids during instruction (e.g. mnemonics, imagery, acronyms, choral responses, etc.)

Organizational

- Use time management tools (daily planner, assignment sheet, timers, calendar)
- Use of a Daily Class Agenda
- Utilize Google Classroom for notes, classwork and assignments
- Post homework assignments in a consistent location
- Establish clear routines
- Provide templates/graphic organizers when appropriate
- Reformat handouts to provide more workspace
- Use Teacher-check-ins or project organizers to break down long-term assignments

Behavioral Supports
Student Accommodation

Behavioral/Social/Emotional
- Establish clear routines/expectations
- Use transition cues prior to any changes
- Set clearly defined standards
- Use diverse classroom management strategies
- Cue student for change of behavior
- Provide immediate feedback on behavior
- Flexibility on deadlines coordinated through student check-ins
- Electronic Hall Pass Encounter Preventions/Pass restrictions

Mansfield Public Schools

- Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc.
- Provide breaks as needed
- Use a Behavior Intervention Plan
- Access to a School/Adjustment Counselor
- Utilize School Psychologist
- Vape Education Program
- Suicide Prevention Program with screening
- Access to the School Resource Officers (SRO)
- Consult with support staff

Health/Medical
- Provide access to nurse's office and bathroom
- Provide clearance to leave class 2-3 minutes early
- Provide a chair/pillow to elevate extremities
- Give preferred seating
- Provide access to content materials (books, electronic version of books, etc.) from home
- Provide student escort

Physical/Structural
- Establish/Post clear routines and expectations
- Allow for movement and sensory break
- Experiment with use of space
- Limit distractions (auditory and visual)
- Offer flexible student groupings
- Provide strategic seating
- Use visual, auditory and transitional supports
- Use transition cues for space changes
- Use data analysis to monitor positive behavior changes
- Character Education
- Allow alternative setting for testing

Glossary

BCAP	A Building Curriculum Accommodation Plan is a curriculum accommodation plan specific to an individual school. https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38Q1~2
DCAP	A District Curriculum Accommodation Plan is a curriculum accommodation plan for a district. https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38Q1~2
Differentiation	The practice of developing an understanding of how each student learns best, and then tailoring instruction to meet students' individual needs.
ESSA	Every Student Succeeds Act
LMS	Learning Management System, a web-based technology used to plan, manage, organize, and deliver learning experiences (i.e., Google Classroom).
MCAS	Massachusetts Comprehensive Assessment System https://www.doe.mass.edu/mcas/
MTSS	MTSS Multi-Tiered System of Supports (MTSS) is a framework that provides guidance on how we can improve educational, social, emotional and behavioral outcomes for all students. This involves the development of integrated systems to proactively support the needs of all learners. Much of Response to Intervention is encompassed by MTSS but the philosophy is somewhat different and the scope is broader. https://www.doe.mass.edu/sfss/mtss/
SIS	Student Information System - a digital platform that allows schools to manage various student data (i.e., Aspen)
SRO	Student Resource Officer

References

The following were referenced and/or used in the creation of this document.

Chapter 71 Massachusetts General Laws: Section 38 ½ Q

Dover-Sherborn Public School District Accommodation Plan

Every Student Succeeds Act, 2015

MTSS Essentials: Data-Informed Decisions to Support Each Student, Illuminate Education

Multi-Tiered Systems of Support, MA Department of Elementary & Secondary Education

MTSS Toolkit, Illuminate Education

Practitioner's Guide to Curriculum-Based Evaluation, *Chapter 3, Multi-Tiered System of Support* by J. Harlacher, T. Sakelaris, and N. Kattelman

Mansfield Public Schools