District Curriculum Accommodation Plan
(DCAP)

Framingham Public Schools District Curriculum Accommodation Plan (DCAP) is based on relevant federal and state law and DESE guidance to help ensure all efforts have been made to meet students' needs in the general education setting. Massachusetts General Laws, Chapter 71, Section 38Q1/2 states:

"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in general education. The plan shall be designed to assist the classroom teacher in analyzing and accommodating diverse learning styles of all children in the general education classroom and in providing appropriate services and support within general 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 chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement."

Based on individual student needs and curriculum objectives, educators determine targeted supports to assist a student. DCAP resources are intended to assist a student on a more temporary basis. Other supports and services are put into place for students who may require more long term assistance. Several of the resources listed are considered both best practice and a means of differentiating instruction for students. Resources accessed may differ for the staff or student based on the general education content or setting. DCAP resources are typically accessed following collaboration with other educators, specifically school counselors.

The purpose of the DCAP is to provide and assist general education teachers to:
- Analyze the diverse learning styles of students
- Provide accommodations to meet needs of the diverse learning styles
- Provide appropriate support
- Provide supports to address the needs of children whose behavior may interfere with learning
- Encourage parent/guardian involvement in their student's education
- Encourage teacher mentoring and collaboration

FAMILY AND COMMUNITY SUPPORTS

Framingham Public Schools is committed to partnering with families and community members/organizations to support each student socially, emotionally, and academically. Resources available through this partnership include access to teacher websites for information such as assignments, syllabus, classroom calendars, and additional resources to allow for families to collaborate in providing both instructional and organizational support at home. Depending on the grade of the student, Framingham also provides access to online learning platforms to further skill development outside of the school setting. Online programs in areas such as reading and math are available to students. Lastly, families are encouraged to attend and participate in afterschool and evening presentations. Presentations to families are a means of providing information, additional resources, and networking opportunities as Framingham Public Schools works collaboratively with the community to support student success.

➢ Framingham City-Wide PTO
➢ School Councils
➢ School PTO
➢ Curriculum Nights/Open Houses
➢ Parent-Teacher Conferences
➢ Special Education Parent Advisory Council (SEPAC)
➢ Bilingual Parent Advisory Council (BPAC)
➢ Dual Language Parent Advisory Council (DLPAC)
➢ Kindergarten Information Night/Orientation
➢ Connect-Ed Messaging System/Remind
➢ Parent Surveys
➢ Volunteer Opportunities
➢ District Committees

➢ Back to School Family Picnic
➢ Community Resource Development (CRD)
  ○ Full Day Programming
  ○ Explorers
  ○ Flyers After School
  ○ Flyers By Night
  ○ Resiliency for Life
  ○ Summer Programming
  ○ Summer Institute

DISTRICT/SCHOOL-BASED SUPPORTS

These supports, systems, and tools are available to promote staff collaboration and assist staff in accommodating student learning needs in order to target academic, social/emotional, and behavioral needs within the general education setting.

Learning Opportunities for Educators:
- ➢ New Talent Orientation
- ➢ New Talent Mentoring Program
- ➢ District and School-Based Professional Development
- ➢ Grade-Level Meetings
- ➢ Professional Learning Communities (PLCs)
- ➢ Staff/Faculty Meetings
- ➢ District and School-Based Data Teams
- ➢ Professional Development on Targeted Topics

- ➢ District and School-Based Language Assessment Teams (for ELs and FELs)
- ➢ Kindergarten Screenings
- ➢ Dyslexia Screenings
- ➢ Social Emotional Mental Health Team (SEMH)
- ➢ Book Studies
- ➢ Pre-Referral Intervention Manual (PRIM)

CODE OF CHARACTER CONDUCT AND SUPPORT

Students are the heart of our work in Framingham Public Schools. Student character, defined as personal qualities that are essential to healthy development and responsible conduct, contributes to academic success in school today and future success in career, college, and life. We see our schools as centers for learning where all students are educated to their fullest potential within a diverse community, drawn together in support of a quality education. Within these centers, we are responsive to the cultural and developmental needs of our students.

The Code of Character, Conduct, and Support:

- **Affirms** the right of every student to an education in a safe, civil, and caring environment
- **Nurtures** the development of both student character and student conduct
- **Promotes** an accountable, restorative, and equitable approach to student support and discipline
- **Ensures** that each school provides equal access to a wide range of strategies and interventions that promote positive behavior, helps students develop social-emotional and academic skills, and enables students to improve and correct unskillful, inappropriate, and unacceptable behaviors
- **Recognizes** that each school is a public place that must balance individual rights with civic obligations and the needs of others. It is based upon the rules and policies that create access to education for all, while protecting the due process rights of the individual
- **Serves** as a guide to responsible citizenship and provides the resources for helping the entire community to understand the behaviors that are expected within the school culture
- **Calls** on school staff, students, families, and community members to treat each other with the respect that we all deserve as partners in the all-important work of educating our children and young people
- **Provides** tools for ensuring everyone meets expectations of behavior within the school community

Framingham Universal Practices-2021/22

Types of Strategies

Promotion Strategies that promote positive behavior and academic and social-emotional development	Prevention Strategies that prevent off-track behaviors from becoming major problems	Intervention Protocol that matches a student's academic, social, and emotional needs and that supports them in becoming more skillful

Universal Practice (link)	Strategy/ Framework/ Skill Set	Summary	Level
Send out and Return Scripts	*Prevention*	Scripts for staff and admin/support staff to use to ensure that students are removed and returned back into the classroom with dignity	ALL
Learning and Life Competencies	*Framework*	PreK-12 SEL Framework	ALL
Six Conditions for Academic Engagement	*Framework*	PreK-12 Academic Engagement Framework	ALL
Depersonalization	Prevention	4 concrete steps to do before responding to a behavior in order not to take the behavior personally.	ALL
First Response to Behavior Concerns	Prevention	A standardized list of prompts and cues for all staff to use when a behavior **starts** to occur in order to prevent further escalation. The prompts allow for a student to self-correct.	ALL
Responding to Negative Speech	Prevention	Sentence frames for responding to negative speech and allowing the student a chance to self-correct	ALL
Positive Personal Check Ins: 1 student/ 5 actions/ 5 days	Promotion	A list that guides staff in providing a student with saturated positive support over the course of 5 days.	ALL
Defusing Students who are Upset	Prevention	6 steps to support a student who is upset to de-escalate	ALL

Defusing Power Struggles	Prevention	4 steps to stop a power struggle while maintaining dignity and respect	ALL
Behavior Check Ins	Prevention	A check in with student to promote self-assessment and re-direction	ES
Classroom Reset Space Teacher Directions SEL Tool kit	Intervention	Supportive and non-punitive space in a classroom where students can go to regulate their emotions using tools tied to Zones of Regulation and Second Step	ES
Responsive Listening	Skill Set	The goal of student conferencing is to provide a structure that allows students to reflect, problem solve, and think for themselves.	ES
Restorative Conversations	Intervention	A process that allows students to: Take responsibility for what happened Reflect on the impact of the incident Learn LLC target behaviors Arrive at a solution that amends relationships and helps leave the past behind.	ES MS
Student Voice and Choice	Promotion	A strategy for meeting individual students' needs, interests, and learning profiles that infuses meaning into learning tasks.	Cameron Walsh
Problem-Solving Circle	Promotion	Problem-solving Circles are meant to help the group reflect on some of the challenges that surface in the class community or an incident within the class. Students use each other as resources to solve problems together.	Cameron Walsh

Parent/Caregiver Partnerships
 	
   Tier 1 Promotion Strategies
   Tell Me More Interview
	Promotion	School-home partnerships begin with understanding and valuing all kinds of families.
		Tier 1 prevention strategy: Example - Good news phone calls
		Tier 2 intervention strategy:Example -Tell me more interviews
			Fuller

Supports and Structures: A multi-tiered support system to ensure equity of access

STRUCTURES		
Multi-Level	**Elementary Schools**	**Secondary Schools**

➢ Administrative Consultation
➢ Universal Design for Learning (UDL)
➢ Function based behavior plans
➢ 504 Plans
➢ Counseling Support
➢ Check In Check Out
➢ Behavior Intervention Plans
➢ Common Planning Time
➢ Positive Behavioral Intervention & Supports (PBIS)
➢ Common Planning Time/Team Time
➢ WIDA "Key Uses of Academic Language" descriptors for additional Language Learners
➢ Multilingual resources
➢ iReady
➢ Data Chats
➢ Imagine Learning
➢ iStation
➢ Fundations
➢ Leveled Reading
➢ Differentiated Instruction
➢ Integration of Learning and Life Competencies (SEL)
	➢ Tier 1 Social Emotional Behavioral ToolBox
	➢ SEL Regulation Tools
	➢ Reset Space
	➢ Literacy Programming
	➢ Mentor Program
	➢ Second Step Social Emotional Learning (SEL)
	➢ Zones of Regulation
	➢ Morning meeting and closing circle
	➢ Responsive Classroom
	➢ Elefante Letrado (Dual Language Portuguese Reading Platform)
		➢ Middle School
		    ○ Restorative circles
		    ○ SEL/Advisory Curriculum (e.g, Connections)

SCHOOL TEAMS		
Multi-Level	**Elementary Schools**	**Secondary Schools**
➢ Solution Seeking Team ➢ SBLAT Meetings ➢ Language Development Coaches ➢ Interventionists ➢ Title 1 Support ➢ Instructional Leadership Teams (ILTs) ➢ MTSS Tier 1 Teams ➢ Tier 2 Data Review Teams ➢ Student Support Teams	➢ Math Coaches ➢ Literacy Coaches ➢ Social Emotional Behavioral (SEB)Coaches	➢ SLIFE Coordinators ➢ Department Heads ➢ STEAM Coaches

ACCOMMODATIONS

Accommodations are changes designed to eliminate or minimize barriers that interfere with the student's ability to engage and access the general education curriculum. They provide equal access to learning. Accommodations are appropriate when the instructional or assessment demands can be altered *WITHOUT* changing the expected outcome (standard) or purpose of the task. In other words, accommodations do not change *WHAT* the student is learning. They change *HOW* the student is learning.

Below is a list of accommodations that assist in supporting the student's access to the general education curriculum. Please note that this list is not meant to be exhaustive, but rather aims to highlight and illustrate a starting point for potential instructional strategies depending on the student's area of need.

Accommodations for Curriculum, Instruction, and Assessment

Environment
    ● Provide a multimodal presentation of instruction and material
    ● Integrate SEL Learning and life competencies into instruction
    ● Arrange small group instruction/partners/peer study groups/cooperative learning opportunities to provide acceleration opportunities for students who need them
    ● Incorporate incentives and rewards systems (PBIS) (K-8)

- Provide frequent breaks and movement/ Reset Space for regulation

Executive Functioning
- Frequent progress monitoring and feedback to student on progress
- Provide cueing and "wait time" or "think time" to encourage participation
- Use of checklists, teacher check-ins, calendars and project organizers to break down tasks and long-term assignments into manageable steps
- Allow for extra time for assessments/task completion
- Use homework logs and journals for homework follow-up
- Develop student academic improvement plans

Curriculum
- Provide multiple entry points to tasks
- Differentiate assignments by proficiency, process and product
- Use of manipulatives
- Use of exemplars/criteria for success
- Utilize technology and computer assisted instruction
- Use of visuals
- Access to assistive technology (speech to text, text to speech)
- Reference tools for assessments

Skill Development
- Reteach concepts with a different approach
- Conference with a student, individual reinforcing opportunities
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize alternative assessments; oral, multiple choice, computer-based, read aloud
- Provide reference tools, websites and textbooks for homework support
- Reduction of homework
- Contact parents/facilitate parent support/strategies and communication
- Individual goal setting

Accommodations For Social, Emotional And Behavior

Environment
- Post and explicitly teach positively stated classroom expectations/ review frequently

- Consequences are previewed and delivered consistently (privately and neutrally)
- Arrange physical space/materials to minimize disruptive movement
- Arrange seating accommodations
- Alternate workspace within the classroom
- Minimize distractions
- Adjust classroom management strategies
- Allow for gross motor breaks/ reset station *(elementary)*

Executive Functioning
- Frequent breaks/check-ins
- Teach the use of self regulation tools (re-set space)
- Develop student contracts or behavior improvement plans
- Allow for wait time for processing
- Preview transitions and tasks

Curriculum
- Incorporate stress-release activities during instructional periods
- Integrate SEL Learning and Life Competencies into teaching
- Differentiate SEL skill development lessons
- Pre-teach and reteach SEL skills in response to student needs
- Use Declarative Language ("I notice that everyone has their book out.") instead of imperative language ("Take your book out.")
- Deliberate decision about which behaviors to ignore or respond to (withhold attention or responses to minor attention-seeking behaviors)

Skill Development
- Determine skill deficit (e.g. Ross Greene Lagging Skills Assessment)
- Set goal (LLC) and directly teach lagging skill
- Develop student/teacher contracts
- Include positive reinforcement/incentive (s) rewards
- Encourage use of self-monitoring including student tracking of own progress
- Reinforce desired student behaviors.
- Frequent communication with parents
- Identifying a familiar adult/space where the student can to go cool down/encourage use of reset space

Accommodations For Organizational/Attention/Motivation

Environment

- Clear and predictable routines and expectations
- Design classroom rules that encourage organization
- Routines for organization of school materials
- Use of visual cues/color coding
- Model being organized and prepared for different activities.
- Verbally remind students of material needed to each specific activity
- Reinforce the student when he/she is organized
- Allow time at the start of each day and during transition periods during the day
- Give "alerts" several minutes before transitions are to occur
- Seat student close to teacher or away from distractions
- Use preferential seating (consider individual child preference for optimal learning)
- Help keep student work area free of unnecessary materials
- Make frequent checks for understanding and assignment progress/completion
- Access to fidgets, sensory tools, seat cushions, use of zones of regulation re-set station

Curriculum

- Provide lesson objectives, daily schedule, and agenda
- Determine student interests and learning styles and then design flexible activities accordingly
- Avoid marking responses that are wrong, instead highlight those that are right
- Provide the student with formative feedback within the classroom
- Provide a classroom job/responsibility/opportunity to be a role model or leader
- Identifying a familiar adult/space where the student can go to act as a "helper"
- Provide the student with choices
- Reinforce expected behavior
- Give an individualized cue to begin work for reluctant starters
- Check on progress in the first few minutes of work
- Provide time suggestions for task completion
- Give advance warning of when a transition is going to take place, give students a role/job during transitions
- Prioritize assignments and/or steps to completing the assignment for student
- Break larger assignments into smaller steps with teacher check-ins or intermediate breaks
- Use physical proximity and nonverbal cues to help student refocus
- Preview and review key concepts of lesson
- Provide positive feedback

Skill Development

- Provide materials to assist with organization
  - Checklists
  - Graphic Organizers

○ Rubrics
            ○ Break down assignments into "mini-assignments"
            ○ Provide exemplars
        ● Support/model use of agenda
        ● Provide study guides, vocab lists, word banks
        ● Model/instruct in use of school based website supports, classroom websites, school connection links, resources for curriculum and home/school information
        ● Provide strategies to parents, contact parents/facilitate parent support/strategies and communication
        ● Assist student in customizing 1:1 technology according to learning style

Multi-Tiered Systems of Support (MTSS)

The Department of Elementary and Secondary Education's (DESE) Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social, emotional, behavioral, and academic learning.
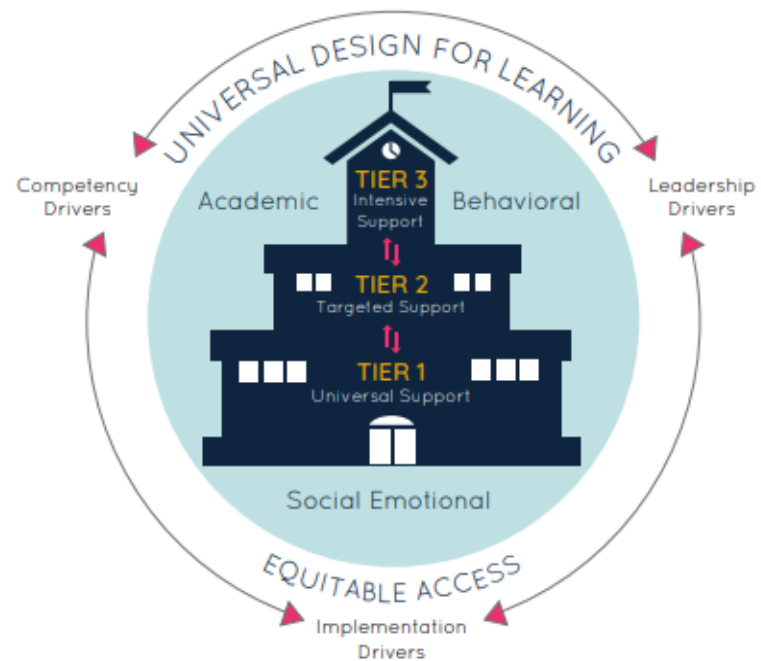
Framingham Public Schools **Solution Seeking Process** provides a framework for schools at all levels in the district to provide multi-tiered levels of support in order to meet the academic and social-emotional needs of ALL students.

Solutions Seeking Process: *Shared Responsibility & Collaboration*

When a student is not making Progress:
- Refer to DCAP for additional Tier 1 supports and accommodations
- Meet with school based coaches/grade level teams/ support staff for Tier 2 interventions

- If sufficient progress is not made or a student is struggling in multiple areas: Refer to the Solution Seeking Team
  - Solution Seeking Team Summary
  - Solution Seeking Form

EL & FEL: SBLAT Process

Placement & Reclassification

Academic / SEB

6-8 Week Intervention Plan and Progress Monitoring: Tier 2/ 3
* Please make sure to document intervention in X2

If progress monitoring indicates **positive** response to intervention, then proceed with similar tools & strategies and continue monitoring.

If progress monitoring indicates **no response** to intervention, then proceed to second round of interventions. If no progress is made in 2nd round proceed to SET.

General Ed. Student: Intervention Process

6-8 Week Intervention Plan and Progress Monitoring: Tier 2/ 3

If progress monitoring indicates **no response** to intervention, then proceed to second round of interventions. If no progress is made in 2nd round proceed to SET.

If progress monitoring indicates **positive** response to intervention, then proceed with similar tools & strategies and continue monitoring.

SET Meeting Solution Seeking Form Needed

Special Education Referral

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