

# **FOUR RIVERS CHARTER PUBLIC SCHOOL DISTRICT CURRICULUM ACCOMMODATION PLAN**

## **What is a District Curriculum Accommodation Plan?**

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP).

*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 the 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 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.*

Four Rivers Charter Public School’s DCAP is a guide to ensure that all possible efforts are made to meet student needs in the general education setting. It also endeavors to guide teachers in providing accommodations and acceleration to support a wide range of student learning styles and needs that exist at Four Rivers Charter Public School. We appreciate that our students have individual learning styles that at one time or another may require accommodations and or remediation within our school environment. The DCAP is also a comprehensive guide for caregivers and parents on FRs programming and support systems.

## **Weekly Student Reviews (MTSS Meetings)**

Student reviews occur once a week by division during which individual students are discussed. They are a time for teachers, support staff, and administrators to collaboratively problem solve and to employ strategies outlined in our Tiered Intervention Model of Support.

1. The meetings are attended by the Director of Student Services, the assistant principal, members of the SEL team, teachers and teaching assistants.
2. Each student in each division is reviewed by way of a shared doc that is updated weekly regarding academic and other concerns. Notes regarding decision and action plans are documented by way of a Tiered Intervention tracking sheet.
3. The Division Learning Specialist leads the review of students with IEPs.
4. The Director of Student Services and advisors lead the review of student's 504 Plans.
5. The Director of Student Services and Advisors lead the review of students with SSPs.
6. The assistant principal leads the review of students with Behavior Plans.
7. Teachers are responsible for providing updated information for students on plans or students of concern.
8. Advisors are responsible to inform parents after the meeting of concerns about their child.

The agenda typically includes:

1. Students on Plans are reviewed (IEP, 504, SSP, Health Plans, Behavior Plans).

2. Students missing significant amounts of work are identified by way of shared doc.
3. Relevant interventions and strategies are discussed and recorded guided by a tiered model of support.
4. Brief discussion will distinguish whether teachers will continue to work things out with individual students or whether the advisor will initiate contact with the family.
5. Should the concerns be repetitive or significant in nature the group may decide to have a Student Support Team (SST) Meeting whose purpose is to develop a more comprehensive plan to support that student.

## **Student Support Team (SST)**

If a student is flagged at a Weekly Student Review because of failing grades, a pattern of discipline referrals, chronic absences, a request from a parent, or a request from an advisor, the referral from the divisional team will be reviewed and action taken by the SST. This team meets weekly.

1. The team typically consists of the Assistant Principal, Director of Student Services, members of the school counseling team and the school nurse.
2. The team will develop a plan for the student: e.g. disability determination referral, Student Success Plan, Health Plan, Title One support, adult check in, continued monitoring or a recommendation for community based supports - and take action steps.
3. Depending on the kind of plan developed, a next meeting will be called by the appropriate person for review of the plan with the student, teachers and parents.

## **Student Success Plans**

1. For SSPs, the Advisor will set up a meeting with the director of student services, the student and parents if necessary to develop or review the SSP.
2. After implementation of the SSP, modifications can occur if they are minor and require only parent notification. If a more significant change is required, the group will reconvene to revise the plan.
3. A copy of the plan will be sent home.
4. If the student has shown no improvement 8 weeks after the initial SSP was implemented, the student will be referred back to the Pupil Study Team to consider alternatives.

## **Behavior Intervention Plans**

For Students whose behavior may interfere with their learning or the learning of others the school adjustment counselor will complete a Functional Behavioral Assessment (FBA) and draft a Behavior Intervention Plan (BIP). The plan will be developed in collaboration and consultation with some or all of the following: assistant principal, Advisors, teachers, Director of Student Services, student and caregivers/parents [and any related service providers as needed]. Progress monitoring will be done with fidelity and clear communication on progress will be documented.

## **Regular Education Services**

1. Academic Support and Challenge: 2 times a week depending on the grade. Support and challenge offered during the school day.
2. After School Help: All core teachers are available for support after school one afternoon a week
3. Crew advisor check-ins: For example, a student's advisor checks in regularly regarding planner completion, homework completion, 504/SSP plan support or social/emotional support.
4. Home school communication: The advisor communicates when a student is falling behind in schoolwork or there are other concerns. The advisor communicates this information after Monday meetings and solicits parents' feedback and collaboration.
5. Homework Club: Is offered Monday, Tuesday and Thursday afternoons as a free after school program. The students meet in the library, support with assignments is available and students are encouraged to spend their time working on homework.

## **Psychological and Counseling Services**

The School Adjustment Counselor/School Social Worker and the School Counselor provide some pre-referral/crisis counseling to any students in need as well as services specified in IEPs and 504 Plans.

## **ELL Plans**

All enrolling students at Four Rivers Charter Public school are given the Home Language Survey in order to determine the language(s) spoken in each student's home. If a language other than English is spoken in the home Four Rivers take the following steps:

- Screen the student using the WIDA (World-class Instructional Design and Assessment)
- Results of the WIDA are reviewed and documented.
- If appropriate, the student is placed in our ELL program following DESE guidelines.

## **Home Confinement or Hospitalization Plans**

Any Four Rivers student who, due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year, is entitled to receive home/hospital educational services as described under 603 CMR 28.03(3)(c).

Four Rivers has protocols and procedures in place to follow the DESE guidelines. In the event that a student needs to be confined to home or hospital for not less than 14 days the Director of Student Services ensures the student receives the appropriate service. When the DSS receives a *Physician's Affirmation of Need for Temporary Home or Hospitalization* form, the school takes steps to secure home tutoring service and any essential related services. The DSS creates open lines of communication and follow through between teachers, supporters, caregivers/parents and tutors and/or related service providers.

## Multi-Tiered System of Supports (MTSS) and Title I Services

Four Rivers Charter Public School implements a Multi-Tiered System of Supports (MTSS) to ensure that all students have access to a continuum of evidence-based academic and social-emotional/behavioral supports. The purpose of MTSS is to establish the systems and conditions necessary to promote both high levels of challenge and meaningful student engagement, resulting in equitable outcomes for all learners.

The MTSS framework is grounded in a strong Tier 1 foundation of standards-aligned core instruction and inclusive practices. Universal supports are informed by EL Education Core Practices, including Core Practices 10, 11, 19, and 27, and are designed to meet the needs of the majority of students within the general education setting.

In addition to Tier 1 instruction, targeted (Tier 2) and intensive (Tier 3) interventions are provided based on identified student need. Supports are fluid and responsive, with students moving between tiers as determined through ongoing data analysis and progress monitoring. Academic and social-emotional/behavioral supports are integrated within this framework to ensure a whole-child approach to student success.

Four Rivers operates a schoolwide Title I program, with services embedded within the MTSS structure. Title I resources are used to supplement and enhance supports across tiers, with a focus on improving access to grade-level curriculum, addressing identified areas of need, and promoting equitable growth for all students.

Instructional teams engage in regular data inquiry cycles, utilizing multiple sources of evidence to inform decision-making. These cycles support the identification of student strengths, areas for growth, and appropriate levels of support, and ensure that instructional and intervention practices are aligned to student need.

An overview of Tier 1, Tier 2, and Tier 3 supports for both academic and social-emotional/behavioral domains is provided in the table below.

	Academic Support	Social-Emotional Support
<b>Tier 1: Universal Support</b>	<p>All students benefit from the high-quality instruction our teachers provide.</p> <p>Teachers use diverse teaching methods, grounded in <a href="#">EL Education Core Practices</a> to meet individual learning styles.</p> <p>Teams regularly review and reflect on consistencies so students experience</p>	<p>Integrate SEL throughout the school day by:</p> <ul style="list-style-type: none"> <li>welcoming and affirming each person's racial, cultural and social identities</li> <li>fostering self-awareness, self-regulation, and empathy.</li> <li>ensuring physical, social, and emotional safety</li> </ul>

	positive, predictable and engaging learning environments.	<ul style="list-style-type: none"> <li>teaching and modeling our <a href="#">character virtues</a>.</li> </ul> <p>Crew and <a href="#">EL Education's character framework</a> are integral to our Tier 1 SEL</p>
<b>Tier 2: Targeted Support</b>	<p>Some students may need additional support. There will be a variety of ways students will get support; here are a few examples.</p> <ul style="list-style-type: none"> <li>Small group interventions and specialized instruction are provided in reading/literacy and numeracy (both in and outside the classroom).</li> <li>Use of the i-Ready personalized learning platform.</li> <li>Small group support can also focus on executive functioning skills and specific content areas and associated learning targets.</li> </ul>	<p>SEL Curricular Topics include:</p> <ul style="list-style-type: none"> <li><a href="#">PreVenture</a></li> <li>Focused executive functioning</li> <li>Social Pragmatics</li> <li>Social awareness</li> <li>Decision-making</li> <li>Self-management</li> <li>Social engagement</li> </ul>
<b>Tier 3: Intensive Support</b>	<p>For specific students who require extra help.</p> <ul style="list-style-type: none"> <li>Individualized plans and interventions are developed.</li> </ul>	<p>Intensive, individualized SEL instruction and support</p> <p>Individualized behavior support plan</p> <p>Wrap-around supports with multi-agency collaboration</p>

## Benchmark Assessment and Progress Monitoring (Grades 7–10)

Four Rivers Charter Public School administers the IXL Diagnostic as a benchmark assessment in grades 7–10 for mathematics and English Language Arts. The assessment is aligned to the Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks and is used to measure student performance relative to grade-level standards.

The IXL Diagnostic is an adaptive assessment that determines individual student proficiency levels across domains and provides norm-referenced data. Results are used to identify strengths and areas of need, inform standards-based instructional planning, and support data-driven decision-making within the school's Multi-Tiered System of Supports (MTSS).

Assessment data are triangulated with multiple measures, including classroom-based assessments, common tasks, teacher observations, and statewide assessment data (e.g., MCAS), to develop a comprehensive understanding of student performance. This triangulation of data is used to identify areas of demonstrated growth as well as areas requiring targeted acceleration and intervention.

In addition to diagnostic administrations, standards-aligned skill data within the IXL platform supports ongoing progress monitoring and informs adjustments to Tier 1 instruction, as well as Tier 2 and Tier 3 supports. Instructional teams regularly analyze data to guide grouping, intervention, and extension, and to ensure alignment among curriculum, instruction, and assessment practices.

These practices are designed to promote equitable access to grade-level standards and to ensure that all students receive appropriate levels of support and challenge. Data-informed decision-making is used to address opportunity gaps and to support continuous growth for all learners.