Bellingham Public Schools

District Curriculum Accommodation Plan (DCAP)
and
District Response to Intervention (RTI) Guide

Section 1:   DCAP Purpose and Related Laws

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs while simultaneously fostering students' individual cognitive, physical, linguistic, social, and emotional development.

The Massachusetts General Laws related to DCAP are as follows:

New Section 38Q ½ added to Chapter 71

"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 education 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement."

Recent amendment made to Chapter 71, §59C

"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the Principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to Section 38Q ½, shall assist in the review of the annual budget, and in the formulation of a school improvement plan."

Essentially, the law requires that the District Curriculum Accommodation Plan be adopted by the district and individualized for each school building. The purpose of accommodation planning is to continually strengthen and improve the general education program, for the benefit of all students

Section 2: District Vision and Purpose of the DCAP

Our District Curriculum Accommodation Plan is aligned to the Bellingham Public Schools Vision that ALL students will achieve academic excellence and be self-directed learners possessing the ability to think critically, problem solve, communicate, collaborate and research effectively to be socially responsible citizens. Our DCAP is designed to accomplish the following:

- To support general educators in assessing, analyzing, and accommodating diverse learners
- To increase instructional delivery options available within general education settings
- To recommend instructional interventions for struggling learners
- To provide a list of resources available to teachers and parent/guardians in the areas of student support, mentoring, and professional development
- To engage parents/guardians in their child's learning process

Section 3: Tier 1 Accommodations (Universal to All Classrooms)

Kindergarten through Grade 3

Physical/Structural Strategies	Organizational Strategies
- Strategic seating - Re-arrange room set-up - Reduce distractions - Increased opportunities for movement - Designated movement and/or calm down area within the classroom - Defined/labeled work and play areas - Private workspace - Alternative seating: standing desk, ball chair	- Additional time/support for organizing/packing up - Organizational strategies, e.g. timers, verbal/visual cues, transition cues - Extra copies or supplies in a designated location within the classroom - Checklists - Picture schedules - Number or sequence the steps in a task - Graphic organizers - Desk organizers - Color coding systems - Red folder for writing, blue folder for math, etc.
Behavioral/Social Emotional Strategies	**Assessment Strategies**
- Use of transition cues - Advance notice of transitions or changes in the routine - Access to behavioral support - Provide individualized behavior plans, e.g., positive reinforcement, rewards and incentives - Create consistent limits for behavioral expectations - Scale card for self assessment of escalating behavior	- Extended Time - Small Group - Alternate setting within the classroom - Study corral - Alternate format, e.g. performance based, oral, project based

Support Services	Support Staff
- Lunch Bunch/Social Skills Groups - Flexible Grouping (e.g. small group, partner work, 1-1 conferencing) - Research Based Interventions (RTI) - Behavior Management Programs - PBIS - Zones of Regulation	- Response to Intervention Team and/or PBIS Team - School Psychologist and Team Chair - Reading and Math Specialists - Occupational/Physical Therapists/Adaptive PE - BCBA - Behavior Specialists - Adjustment Counselor - Special Education Teachers - ELL Teacher - Nurse - Speech and Language Pathologist - Title 1 Tutors
Instructional Strategies & Assistive Technology	**Instructional Strategies & Assistive Technology Cont.**
- Student repeats instructions to others or back to teacher - Multi-modality presentation e.g. tactile, kinesthetic, visual, auditory - Sheltered text - Mnemonic devices - Increased wait time - Share and review exemplars - Peer review - Graphic organizers - Visual picture schedules and task cards - Use of manipulatives - Assistive tools, e.g. pencil grips, highlighters, highlighted lined paper, slant boards, theraband, ball chair, etc. - Computer programs e.g. i-Ready, Moby Max, Read Naturally, Class Dojo, etc.	- Reference guides, e.g. word walls, word banks, word splash, etc. - Calculation devices and math tools, e.g. rekenreks, ten-frames, hundreds charts, multiplication charts - Unit based math tool kits - Move and sit cushion - Outlines, word banks, cue cards, etc. - Preteaching and Reteaching of concepts - Audio books - Support materials for home use - Leveled readers - Differentiated instruction, e.g. below, on and beyond grade level - Frequent teacher check ins - Frequent progress monitoring - Collaborative discussions, e.g. turn and talk, think/pair/share, group heads together, brainstorming, etc.

Section 3: Tier 1 Accommodations (Universal to All Classrooms)

Intermediate – Grades 4-7

Physical/Structural Strategies	Organizational Strategies
- Strategic seating - Re-arrange room set-up - Reduce distractions - Increased opportunities for movement - Define work and play areas - Private workspace - Alternative seating: standing desk, ball chair - Movement/sensory breaks	- Additional time/support for organizing/packing up - Organizational strategies, e.g. timers, verbal/visual cues, transition cues - Checklists - Graphic organizers - Desk organizers - Color coding systems
Behavioral/Social Emotional Strategies	**Assessment Strategies**
- Use of transition cues - Access to behavioral support - Provide behavior plans, e.g., positive reinforcement, rewards and incentives - Create consistent limits for behavioral expectations	- Extended Time - Small Group - Alternate setting within the classroom - Study corral - Alternate format, e.g. performance based, oral, project based - Clarification of directions
Support Services	**Support Staff**
- Lunch Bunch/Social Skills Groups - Flexible Grouping (e.g. small group, partner work, 1-1 conferencing) - Research Based Interventions (RTI) - Behavior Management Programs - After/Before school, student help provided by teachers	- Response to Intervention Team - School Psychologist and Team Chairs - Reading and Math Specialists - Occupational/Physical Therapists/Adaptive PE - BCBA - Behavior Specialists - Adjustment Counselor - Special Education Teachers - ELL Teacher - Nurse - Speech and Language Pathologist

Instructional Strategies	Assistive Technology and Tools
- Student repeats instructions to others or back to teacher - Multi-modality presentation e.g. tactile, kinesthetic, visual, auditory - Sheltered text - Mnemonic devices - Increased wait time - Share and review exemplars - Peer review - Graphic organizers - Visual picture schedules and task cards - Use of manipulatives - Collaborative discussions, e.g. turn and talk, think/pair/share, group heads together, brainstorming, etc. - Reference guides, e.g. word walls, word banks, word splash, etc. - Outlines, word banks, cue cards, etc. - Pre-teaching and Re-teaching of concepts - Leveled readers - Differentiated instruction, e.g. below, on and beyond grade level - Frequent teacher check ins - Frequent progress monitoring	- Computer programs e.g. i-Ready, Moby Max, Read Naturally, Class Dojo, etc. - Access to computers for writing, recording presentations, etc. - Calculation devices and math tools, e.g. rekenreks, ten-frames, hundreds charts, multiplication charts - Writing tools, e.g. pencil grips, highlighters, highlighted lined paper, slant boards, etc. - Seating Tools e.g. move and sit cushion, stand up desk, ball chair, etc. - Audio books - Movement tools e.g. theraband, desk cycles, etc.

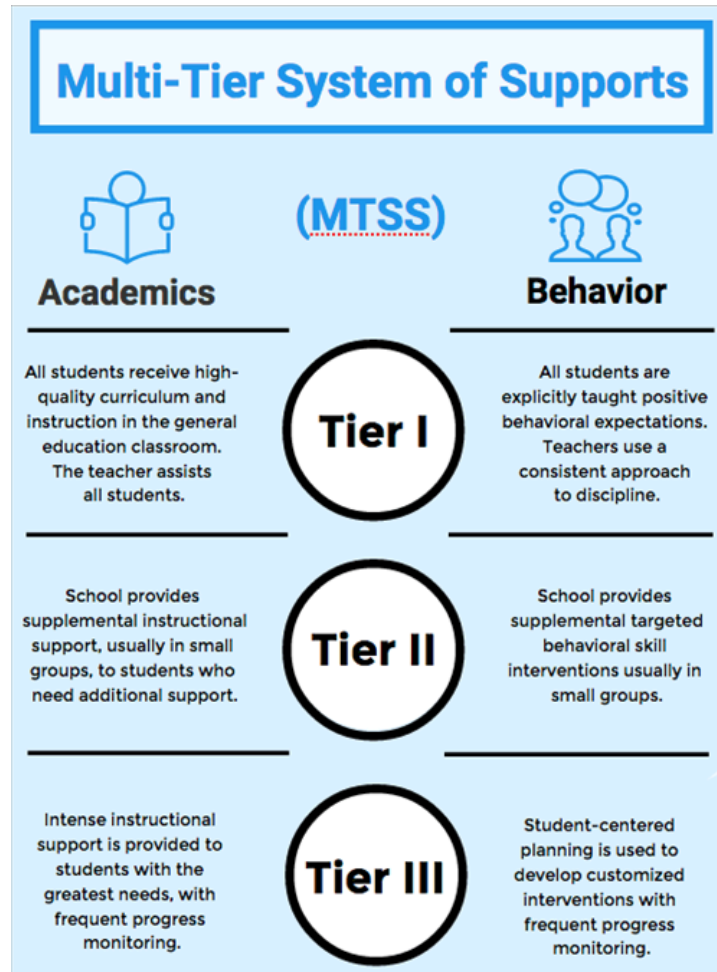# Section 3: Tier 1 Accommodations (Universal to All Classrooms)

High School Grades 8-12

Physical/Structural Strategies	Organizational Strategies
- Strategic seating - Re-arrange room set-up - Reduce distractions - Increased opportunities for movement - Defined/labeled work space zones around classroom - Private workspace - Alternative seating: standing desk, ball chair	- Additional time/support for organizing/packing up - Organizational strategies, e.g. timers, verbal/visual cues, transition cues - Checklists - Graphic organizers - Color coding systems to help student quickly identify notebooks/folders for each subject - Support using an agenda - Google Classroom use for tracking work assignments
Behavioral/Social Emotional Strategies	**Assessment Strategies**
- Use of transition cues - Access to behavioral support - Provide behavior plans, e.g., positive reinforcement, rewards and incentives - Create consistent limits for behavioral expectations	- Extended Time - Small Group - Alternate setting within the classroom - Access to technology for writing - Alternate format, e.g. performance based, oral, project based
Support Services	**Support Staff**
- Counseling groups - Flexible Grouping (e.g. small group, partner work, 1-1 conferencing) - Research Based Interventions (RTI) - Behavior Management Programs - Foundations Courses in addition to standard level ELA/Math courses - MCAS Test Prep Tutoring - Blackhawk Tutoring Center	- Response to Intervention Team - School Psychologist - Occupational and Physical Therapists - BCBA - Behavior Specialists - Adjustment Counselor - Special Education Teachers - ELL Teacher - Nurse - Speech and Language Pathologist

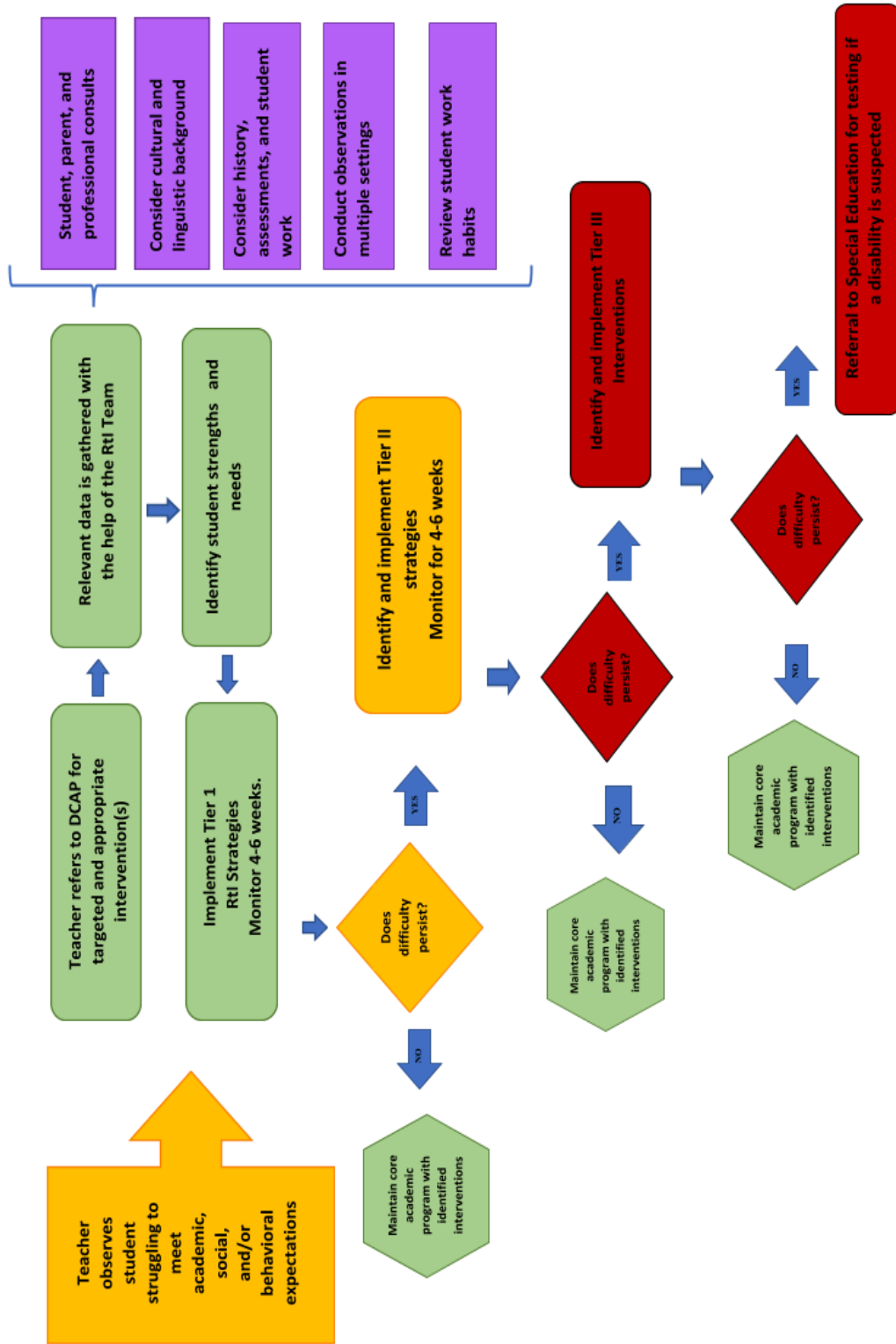| Instructional Strategies	Assistive Technology and Tools
- Student repeats instructions to others or back to teacher - Multi-modality presentation e.g. tactile, kinesthetic, visual, auditory - Sheltered text - Mnemonic devices - Increased wait time - Share and review exemplars - Peer review - Graphic organizers - Visual picture schedules and task cards - Use of manipulatives - Collaborative discussions, e.g. turn and talk, think/pair/share, group heads together, brainstorming, etc. - Reference guides, e.g. word walls, word banks, word splash, etc. - Outlines, word banks, cue cards, etc. - Pre-teaching and Re-teaching of concepts - Leveled readers - Differentiated instruction, e.g. below, on and beyond grade level - Frequent teacher check ins - Frequent progress monitoring	- Computer programs e.g. i-Ready, Moby Max, Read Naturally, Class Dojo, etc. - Access to computers for writing, recording presentations, etc. - Calculation devices and math tools, e.g. rekenreks, ten-frames, hundreds charts, multiplication charts - Writing tools, e.g. pencil grips, highlighters, highlighted lined paper, slant boards, etc. - Seating Tools e.g. move and sit cushion, stand up desk, ball chair, etc. - Audio books - Movement tools e.g. theraband, desk cycles, etc.

Section 4: Continuum of Supports:

The Bellingham Public Schools DCAP helps ensure that all efforts have been made to meet students' needs in the general education setting. Supports are determined based upon individual student needs. Our schools utilize a tiered system of supports that is responsive to the academic and non-academic needs of all students. **Our DCAP is considered a Tier 1 Core Instruction/ Universal Behavior Support tool.**

Multi-Tier System of Supports

(MTSS)

Academics | **Behavior**

Tier I

All students receive high-quality curriculum and instruction in the general education classroom. The teacher assists all students.

All students are explicitly taught positive behavioral expectations. Teachers use a consistent approach to discipline.

Tier II

School provides supplemental instructional support, usually in small groups, to students who need additional support.

School provides supplemental targeted behavioral skill interventions usually in small groups.

Tier III

Intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.

Student-centered planning is used to develop customized interventions with frequent progress monitoring.

(Photo credit: www.acps.k12.va.us)

Flowchart for Instructional and Behavioral Supports and Interventions

Student, parent, and professional consults

Consider cultural and linguistic background

Consider history, assessments, and student work

Conduct observations in multiple settings

Review student work habits

Teacher observes student struggling to meet academic, social, and/or behavioral expectations

Teacher refers to DCAP for targeted and appropriate intervention(s)

Relevant data is gathered with the help of the RtI Team

Identify student strengths and needs

Implement Tier 1 RtI Strategies
Monitor 4-6 weeks.

Does difficulty persist?

NO

Maintain core academic program with identified interventions

YES

Identify and implement Tier II strategies
Monitor for 4-6 weeks

Does difficulty persist?

NO

Maintain core academic program with identified interventions

YES

Identify and implement Tier III Interventions

Does difficulty persist?

NO

Maintain core academic program with identified interventions

YES

Referral to Special Education for testing if a disability is suspected

Section 5:   Response to Intervention (RTI)

During the 2017-18 school year, a team, comprised of administrators and educators representing the District's five schools, worked collaboratively to review and revise our RTI model. The results of this work are evident in this document. Our goal was to establish clarity and consistency in our RTI procedures, while respecting the unique needs of each building and level. During this process, we also worked to incorporate historical information about students in our Student Information System to ensure that student data would travel from building to building as students progressed through the grades.

Moving forward, this guide will be presented to staff and will be accessible to families on our website. The members of each building based RTI team will review the document annually with staff and will adhere to the protocols established within this guide. Additionally, the RTI coordinators will meet yearly to reflect upon the state of the document and the procedures for each level to make any revisions necessary to ensure that our RTI system is meeting the needs of the students it is intended to serve.

Bellingham Public Schools defines Response to Intervention, or RTI, as the following:

"Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning."

Adapted From the RTI Action Network

Section 6:   Support Services and Support Personnel

Response to Intervention Team - All Schools

Our Response to Intervention (RTI) Team is a general education initiative designed to allow teachers to receive support from their professional peers when they have questions about a student's progress. Members of this team may include general education teachers, and ESL teacher, a special education teacher, counselor, school psychologist, occupational therapist, speech and language pathologist, or other school personnel. Parents are also invited to join the process when their child is referred to the RTI Team.

Members of the RTI Team listen to the concerns raised by the classroom teacher and review supporting data. The team recommends Tier 1 Core Instruction/ Universal Behavior Supports through a brainstorming format and then, in collaboration with the classroom teacher determines which supports are chosen for implementation. Because of the varied expeRTIse of the RTI Team Members, often these supports have not been explored by the classroom teacher. In house consultation services are also an option to consider. The Reading Specialist, Math Specialists, School Psychologist, Occupational Therapist, Speech and Language Pathologist, Adjustment Counselor, or a Behavior Therapist are available for consultation services.

Within 6-8 weeks, the RTI Team reconvenes to review the student's progress. At this time the Team determines if:

- The strategies are effective, the student has made adequate progress, and with the continuation of the supports in place, and the student no longer requires the RTI Team process.
- The strategies are effective and there is some evidence of progress. The RTI Team process should continue, meeting again in 6-8 weeks to carefully monitor the student's progress.
- Strategies have not been effective and adequate progress is not evident. The RTI Team would then move up on the continuum of services to include Tier 2 Core Instruction/ Universal Behavior Supports.
- After implementing Tier 2 level interventions, the strategies have not been effective and adequate progress is not evident. The RTI Team would then move up on the continuum of services to include Tier 3 Core Instruction/ Universal Behavior Supports.
- Tier 1 -3 strategies have not been effective and adequate progress is not evident. The RTI Team suspects that there may be a disability impeding the student's progress and the student is referred for a special education evaluation.

Direct and Systematic Reading Instruction Programs

Many teachers, General Education, Special Education, Title 1 Tutors, and Reading Specialists have received training in specialized reading instruction. These programs include, but are not limited to:

- Read Naturally
- Wilson Systematic Reading
- Wilson, Just Words
- Wilson, Fluency
- Level Library Literacy Intervention System
- WonderWorks

Most students for whom intense direct reading instruction is provided have been identified through the RTI process as being at risk for reading success. These identified students receive instruction through general education, Title I or remedial reading with the reading specialist, or through special education initiatives.

Because so many teachers have received training in the specialized reading programs, elements of the programs are often incorporated into classroom literacy instruction. Special education inclusion models provide opportunities for both general and special education students to receive direct and systematic instruction within the general education classroom.

Specialized Math Programs

Many teachers in the district have received training in math programs that provide additional instruction in math skills. These programs include, but are not limited to:

Elementary Level:
    Bridges Intervention
    Math Recovery Intervention
    Add+Vantage MR
    Do the Math

Social, Emotional, and Behavioral Interventions and Supports

Psychologist and/or adjustment counselor services are available in all buildings. A behavior specialist is assigned to South Elementary. District level BCBA Consultation services are also available at all schools. Inclusion models may result in all students benefiting from strategies including mindfulness strategies, calming strategies and other self regulation techniques.

Specialized instruction might include:

- Use of a 5 point scale to label and understand emotions
- Zones of Regulation - a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.
- Check-ins
- Cognitive anxiety reduction strategies
- Cognitive anger management strategies

- Deep breathing strategies
- Use of structured movement breaks
- Specific reinforcement
- Direct social thinking concepts instruction
- Targeted lessons in specific behavior expectations
- Yoga
- Brain gym instruction
- Mindfulness instruction
- Social Thinking curriculum instruction
- Social Times instruction
- Bullying awareness lessons
- PBIS supports

High School Guidance

The services of the counseling staff are available to all students in grades eight through twelve, their parents, and teachers having need for educational, career, social, or personal counseling information. Each student is assigned to a guidance counselor. However, any student may, at his or her own discretion, make an appointment with any member of the counseling staff. Appointments to see a counselor can be made at anytime with the guidance department secretary; appointments will be scheduled during the student's study hall time or before or after regular school hours.

Occupational Therapy Services

Occupational therapists provide consultation in direct instruction to address the development of core skills that are foundations and contribute to academic success. These skills include, but are not limited to sensory processing, fine motor coordination, sensory-motor and gross motor skills development , as well as self -care , and activities of daily living . Through observation and consultation, adaptive writing and seated equipment can be suggested for use in the classroom to support motor functioning.

Physical Therapy Services

Provides consultation to general education staff. May conduct classroom observations of students for the purpose of informal screening(s) as part of the RTI process. May set goals and provide short term direct services to students that require physical therapy interventions.

Speech and Language Therapy Services

Speech and language therapists provide consultation in direct instruction to address the development of phonemic awareness and auditory processing. Speech and language therapists often support students through an inclusion model within the general classroom or through small-group intervention. Through consultation, classroom support, and direct instruction the speech and language therapist provide a valuable service for both general and special education students.

After/Before School Supports

Extra help is available at all of our schools for students needing assistance or support with assignments, completing missed work, or for remedial assistance in a subject. Students may be requested to stay for after school help by their teacher if it is determined that the student is in need of such assistance. Arrangements are made in collaboration with parents for students at the elementary grade levels.

National Honor Society - Peer Tutoring

Available to all students at the Bellingham High School after school on Thursdays in the library.

Summer Programs

Bellingham Public Schools offers a summer enrichment program for grades kindergarten through grade 5. There are a variety of programs such as computer, dance, cooking, sports, poetry, as well as math and reading remediation. The High School and Memorial Schools run their own summer program for qualifying students. Tutoring may also be provided for individual students.

Student Support Personnel (Also available for teacher support/mentoring)

Department Chairs
The Department Chairs support the high school teachers and the administration in achieving the vision and goals of the school. Along with teaching, department chairs supervise and evaluate faculty in their respective department, and support teachers regarding student concerns.

Board CeRTIfied Behavior Analyst (BCBA)
The Behavior Specialists are responsible for behavior consultation and interventions with students, and management strategies for teachers. They are also responsible for Functional Behavior Assessments (FBA's).

ABA Technicians:
ABA Technicians support students in both the ABA Program and the Behavior Support Program per their Individualized Education Plans. Using techniques rooted in the principles of Applied Behavior Analysis, ABA techs work collaboratively with both General Education and Special Education teachers to support students' academic and behavioral success.

Title 1 Math and LIteracy Teachers/Tutors
The Title I Teachers work within the four Title I elementary schools to provide direct supplemental small group support to a targeted group of students in reading and/or math.

English as a Second Language ELL/ESL Teachers
The ESL/ELL teachers provide direct services for identified English Language Learners (ELL).

Guidance Counselors
The Guidance Counselors work closely with students, parents and school staff in manners related to academics.

Librarians/Library Assistants
The library support staff consult with teachers regarding resources, and provide resources for student enrichment and research.

Literacy and Math Coaches
The Literacy and Math Coaches support classroom teachers and other instructional staff in developing strategies, skills, tools, techniques, and capacity to effectively teach reading and math to all students. They also disseminate student data to improve teaching and learning.

Nurses
The Nurses provide consultation to staff, communication and consultation with parents, direct service to individual students and staff, as well as vision, hearing, and BMI screenings.

Licensed School Psychologists
The Licensed School Psychologists collaborate with students, parents and staff. They provide small group or individual counseling for students, social skills training, behavioral intervention programming, and crisis intervention.

School Adjustment Counselors
The School Adjustment Counselors provide individual and group counseling related to school matters, co-teach social skills groups, and serve as a liaison between the school district, parents and other agencies involved with students.

Special Education Teachers
The Special Education Teachers provide collaborative consultation to teachers of students in a general education setting.

Speech/language Pathologists, Occupational Therapists, Physical Therapists, and Adaptive Physical Education Teachers
The district employs a team of licensed and certified speech/language pathologists, occupational therapists, and physical therapists. These professionals are available for teacher consultation and informal screenings.

Instructional Learning Assistants (ILA)
Assist teachers by performing a variety of tasks that promote student learning and well-being. Their responsibilities include working with students individually and in small groups, reinforcing instructions, motivating learning and assisting with classroom management.

Principal and Assistant Principal

The Principal and Assistant Principal provides aRTIculation and modeling of the vision and principles of the school and district, supervises and evaluates staff, provides oversight for teaching and learning, and collaborates and communicates with staff and community stakeholders.

School Resource Officer (SRO)

 The School Resource Officer develops relationships with students, supports good decision making, and acts as the liaison with local law enforcement.