

Tantasqua Regional School District and School Union 61

District Curriculum Accommodation Plan

Tantasqua Regional School District and School Union 61 have developed this plan to address the needs of students in regular education. The DCAP is integrated into the general education program, not solely or specifically special education.

Assistance to Classroom Teachers

The District's Professional Development program includes a variety of activities, workshops, institutes and courses intended to assist teachers in analyzing and accommodating various student needs. These have included over the last several years:

- Math institutes
- Teaching in a Standards Based Classroom course
- Project READ workshops
- Phonemic Awareness and Development workshops
- Soar to Success Reading workshops
- Strategies that Work workshops
- Literacy workshops
- Holistic scoring

Student Support Services

Student support services are available through a variety of venues and address the needs of students in academic and behavioral/social areas. These include:

- Guidance Services—reporting to parents, conferences with teachers, program modifications, course scheduling
- School Adjustment Counselor—Crisis counseling and addressing ongoing behavioral and social issues. Counseling services / parent contact
- School Psychologist—testing, program modifications, classroom accommodations, coordination of outside services
- School Nurse—monitors health issues that might impact learning.
- Speech and Language Pathologists—teacher consultation, whole class teaching to help all students across the curriculum, inclusion services
- Occupational/Physical Therapy services—consultation to teaching staff.
- Title I—in-class assistance with reading and mathematics
- MCAS English and Math courses
- Student Success plans
- Summer School—credit bearing and MCAS enhancement

- After school help sessions with teachers, after school homework club.
- High School Block Scheduling with differentiated instruction—allows for alternate assessment, more hands-on learning, more cooperative learning, and more student interaction
- Study skills classes – assist with organizational and study skills
- Monitor study—specialized study hall with low student/teacher ratio for students in danger of failing
- Special Education staff working in an inclusion model

Direct and Systematic Instruction in Reading

The elementary districts have made a commitment to providing a balanced reading program that includes systematic instruction in phonemic awareness, explicit instruction in decoding, and fluency and comprehension development through basal and/or core literature reading programs. For students at risk, more intensive instruction is provided, including:

- Reading Recovery
- Project READ phonology strand
- Mastery Reading
- Reinforcement through Title I instruction
- Wilson Language instruction
- Great Leaps
- Soar to Success comprehension program
- Phonemic awareness small group services
- Guided Reading

The secondary level provides remedial and developmental reading classes and specific instruction for disabled readers through special education.

Teacher Mentoring and Collaboration

The district has developed a mentoring program for new teachers and those in need of improvement. The mentoring coordinator organizes training for mentors and matches each new teacher with a mentor.

Teacher/Student Support teams meet to discuss the needs of students experiencing difficulties. These may be through Teacher support team meetings, grade level meetings, middle school team meetings, departmental meetings depending on the organization of the school. The School Climate Committee at the high school encourages collaboration among teachers, support staff, and administrators.

Parental Involvement

The schools are responsive to parent questions and concerns. There are a variety of vehicles used to support home-school communication. These include:

- School Councils—these groups review school policies, the student conduct code, and the school improvement plan
- Student Recognition programs, including student of the month and Honor Role activities
- Parent-teacher open houses and individual conferences
- Newsletters, weekly teacher reports, daily communication journals
- Progress reports for general information and to address specific concerns.
- School web sites

Curriculum Revision

The curriculum in the district is under continuous review and revision. Changes are based on a number of factors. Among them are:

- Yearly review of the Curriculum Review Cycle
- MCAS, individual performance assessment, STAR reports, Math exemplar, PSAT/SAT/AP analysis
- Alignment of curriculum to the Curriculum Frameworks and Standards
- Introduction to High School English—students identified with weakness in reading/writing skills participate in a preparatory course, Semester 1 before taking Freshman Literature Semester 2