

HINGHAM PUBLIC SCHOOLS



DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

Revised: July, 2018

Previous Revisions: 2001; 2004; 2012

HINGHAM PUBLIC SCHOOLS DISTRICT CURRICULUM ACCOMMODATION PLAN

Introduction to the District Curriculum Accommodation Plan (DCAP)

The adoption of a District Curriculum Accommodation Plan (DCAP) is a requirement of the Commonwealth of Massachusetts ([Massachusetts General Laws Chapter 71 Section 38Q 1/2](#)). The law 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 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.

Further, Massachusetts General Laws, Chapter 71, Section 59C goes on to state:

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 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.

The DCAP is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in Hingham Public Schools. The DCAP describes both formal and informal routes for problem solving. Communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. Teachers in Hingham are continuously monitoring student progress and looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the need of every student, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of potential" is a focus goal included in the mission statement of Hingham Public Schools.

What does a DCAP ensure?

Massachusetts General Laws require school districts to implement District Curriculum Accommodation Plans (DCAPs) to help ensure all efforts have been made to meet students' needs in the general education setting. To that end, the plan ensures:

- Analysis of diverse learning styles within the general classroom;
- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and supports within the general education classroom;
- Services to address the needs of children whose behavior may interfere with learning;

- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to general education staff through professional development and collaboration.

This District Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools of the district. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program **for the benefit of all students**.

What is in Hingham Public Schools' DCAP?

Hingham Public Schools' DCAP is a comprehensive plan that includes the following components:

- Building-based Hingham Tiered Systems of Support/Instructional Support Teams that meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. The team consults with specialists who can provide important information and expertise to the general education teachers. Families are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many specialists for the purpose of assisting students who need support. Careful assessment and intervention takes place, and collaboration with the general education teacher is an important component of the success of the plan. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Hingham Public Schools provides a mentoring program for all first-year educators. Year one staff participate in a year-long induction program as well as work with a veteran teacher on a one to one basis.
- Professional Development is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.
- Ongoing academic support is available at the building level. These opportunities are provided by Title 1, METCO, specialists and teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real-life situations.
- Staff members are able to provide individual accommodations to students on an as-needed basis and specific to the content of a situation as part of the Hingham Tiered Systems of Support/Instructional Support Team problem-solving framework. This document provides an overview of the strategies across the district to support accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues.
- Staff members are able to consult with members of the leadership team, including the Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services, as well as any other department director, principal, assistant principal, or central office administrator for support and/or direction relative to case management.
- The Director of Student Services (Administrator of Special Education) and the Assistant Director of Student Services are further available for consultative support with building principals, as well as department directors.

The DCAP is intended to address seven core strategies across each level:

- **Inclusive Classrooms:** To support general education classroom educators to analyze, accommodate and support the wide variety of learners in their classrooms.
- **Social-Emotional Supports:** To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic program.
- **Academic Supports:** To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic program.
- **Induction & Mentoring:** To ensure all educators are provided a comprehensive induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.
- **Parent Involvement:** To encourage parental involvement in their children's education and to provide formal, and informal, opportunities for home-school collaboration.
- **Responsive & Relevant Curriculum:** To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools.
- **Post-Secondary Success:** To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.

Additional, referral-based supports within Hingham Public Schools:

Title I: Title I is a general education program provided at selected school sites and is funded through a federal grant; funding is subject to change from year to year. Academic tutors and paraeducators provide the following services as deemed appropriate through the Hingham Tiered Systems of Support/Instructional Support Team process:

- Identification of students at risk
- Support within general classroom setting
- Teacher collaboration for instructional support
- Individual or small group instruction as needed
- Alternative strategies
- Preview and review materials and concepts for ELA and mathematics

Reading programs: Each of the schools, elementary through high school, provide directed reading programs as appropriate to improve achievement among students who are having difficulty and determined eligible through progress monitoring and the Hingham Tiered Systems of Support/Instructional Support Teams process. Some of the programs implemented are as follows:

- Early intervention assessments through nationally normed reading assessments
- Direct instruction in phonics and/or phonology, phonemic awareness, etc.
- Individual or small group instruction as needed
- Core reading/language arts
- Specialized Reading Program

Math support: Each of the schools, elementary through high school, provide supports in math. Elementary schools provide math support through targeted experiences, as appropriate, to improve achievement among students who are having difficulty, or who need further extension of concepts and skills. Decisions for intervention are made through the Hingham Tiered Systems of Support/Instructional Support Teams process. Some of the programs are as follows:

- Individual or small group instruction
- Core math classes
- Math Plus
- Differentiated classroom instruction
- HMS Title I Math Program
- HMS Math Prep courses (grades 6-8)
- HMS Grade 6 math enrichment course
- HHS Algebra I after-school support class
- HHS MCAS support class

Counseling: School counselors, adjustment counselors, and school psychologists are available, as needed, to provide direct support and intervention as well as serve as a resource for teachers and families. Referrals to outside service providers are also available, as needed.

HINGHAM PUBLIC SCHOOLS
HINGHAM TIERED SYSTEMS OF SUPPORT/INSTRUCTIONAL SUPPORT TEAMS (HTSS/IST)

The Hingham Tiered Systems of Support/Instructional Support Team (HTSS/IST) provides support to teachers as they develop alternatives for students experiencing difficulties (behavioral, social or academic) in the general education classroom. The HTSS/IST is school-based and uses a collaborative problem-solving approach. The HTSS/IST is typically comprised of administrators, teachers, and counseling staff. The HTSS/IST teams schedule regular meetings throughout the year depending on the needs of the students in the building. Classroom teachers typically refer students to the HTSS/IST team, following consultation with the student's parent. The HTSS/IST ensures that the needs of students who are experiencing difficulty in school are identified and that a variety of strategies and interventions are implemented. Structurally, the HTSS/IST team will utilize strategies outlined in the DCAP as the first line of supports for students who may be experiencing difficulty in school. In addition, the support of school psychologists, school counselors, curriculum or technology specialists, administrators, team leaders, and community agencies may provide ideas and/or peer assistance to their colleague, or offer suggestions for better utilization of resources or staff time.

During 6-8 week intervals (may be longer or shorter in duration, depending on the individual needs of the student), the HTSS/IST will check on student progress and make adjustments to the individual problem-solving approaches depending on student response during the preceding 6-8 weeks. If a student experiences success with these classroom-based accommodations, they will continue to be monitored by the HTSS/IST at regular intervals. If a student continues to experience difficulty, even after a series of 2-3 HTSS/IST-monitored interventions, the student may be referred for an evaluation under the Individuals with Disabilities Education Act (IDEA, Special Education law) or under Section 504 of the Rehabilitation Act of 1974 (Section 504, Civil Rights law). It should be noted that teachers, parents, or any other outside professionals/specialists (e.g., pediatricians, etc.), may make a request for the student to be evaluated for Special Education or Section 504 at any time they suspect the student may have a disability or impairment.

Providing quality education to all students and designing schools that promote the development of intellectually, personally and socially competent youth is a multi-dimensional and long-term process. An effective HTSS/IST process is an integral part of Hingham Public Schools. Administrators support, understand and recognize the need for student support so they can establish clear, concise and enforceable policies as a foundation for the HTSS/IST. These leaders will guide the district's efforts to develop well-rounded, responsible, and healthy children.

The basic Hingham Tiered Systems of Support/Instructional Support Team process has several elements including:

- School-based HTSS/ISTs
- Systematic professional methods for identifying and screening identified student needs
- Methods for making formal and appropriate referrals
- Strategies for supporting students' needs

Identification

If the concern originates from school staff, parents, or students, the process begins with completion of a referral form. This form provides the referent with an instrument to document and describe his or her concern. This form is completed and given to the school-based HTSS/IST contact. Once the referral has been received, information is collected regarding the referred student. Information about the student's academic performance, attendance, extracurricular activities, and behaviors of concern may be pertinent. The purpose of this phase is to collect information from as many sources as possible.

Screening

This information is taken to the team for screening. Team members review the data and make a determination as to what might be appropriate next steps. The compiled information provides team members with concrete data used to help determine the need for further action and explore possible avenues for assistance. The data also provide specific, observable information that can be shared with the student and parent about identified concerns. At times, the team may choose to 'table' a referral. The most common next step is talking to the student and/or parent.

Referral and Support

The procedure for contacting students or parents varies depending on many factors. Team members will have personal preferences. Some staff members will prefer to speak to the student first. This gives the student an opportunity to share what he or she thinks explains the concerns. Other staff prefer to talk to the parent first, while others share their concerns with the parent and obtains the parent's perceptions. Staff can also gather information from the parent about what may be happening at home, such as divorce, a new job, a death in the family or other events. After talking to the student, parent, or both, the team member will generally have some additional information with which to make suggestions for appropriate interventions. Intervention may be as simple as getting a tutor for the student or as complicated as referring to an outside agency for further evaluation. Once the next step is determined, it should be documented in the HTSS/IST file and necessary arrangements made for the follow-through on the intervention. Results should be taken back to the team and shared.

The following steps outline the process to support classroom educators with their inquiry relative to the academic or social-emotional success of a student. The process is intended to be completed prior to accessing support from the school's Instructional Support and Intervention Team.

- **CONSULT** with your student, his or her parents, and other professionals who work/have worked with and/or know the student.
Goal: To determine the student's level of awareness of the issue, to see if it is also present at home or in other settings, to gather a history of the student, and to determine what strategies have been used in the past.
- **CONSIDER** your student's cultural and linguistic background.
Goal: To determine if a student's limited familiarity of our country or language may be interfering with the student's success at school and to investigate the typical developmental stages of students with limited English proficiency.
- **REVIEW** your student's cumulative record, review academic achievement, and any additional academic or social-emotional data.
Goal: To gather a history of your student's learning, behavioral, vision/hearing screening results, social-emotional strengths and opportunities for growth.
- **OBSERVE** your student across multiple environments.
Goal: Make note of where the issue is present or not, and the frequency and intensity of the issue across multiple contexts and settings.
- **ASSESS** your student's progress in all curriculum areas, including the specialist programs.
Goal: To determine if a common academic demand exacerbates or lessens the issue/s.
- **REVIEW** your student's work habits.
Goal: Determine the role of organizational and study habits in maintaining the issue/s.
- **IDENTIFY** your student's learning strengths, interests, and opportunities for growth.
Goal: To use your student's strengths and interests to support opportunities for growth.
- **PRESENT** your student and information collected to your school-based HTSS/IST to solicit their feedback and suggestions.
Goal: To collaborate with your colleagues to think through possible environmental or instructional accommodations or adjustments to make to ensure student success.
- **CHOOSE AND IMPLEMENT** environmental and/or instructional strategies.
Goal: To implement recommended strategies/adjustments and document progress and results for at least 4-6 weeks.

Strategy	DCAP Focus	Elementary-Wide Focus
<p>Inclusive Classrooms: To help general education classroom teachers analyze, accommodate and support the wide variety of learners in their classrooms.</p>	<ul style="list-style-type: none"> ● An Instructional Support Team is in place in each school. The role of the Instructional Support Team is to confer with teachers on specific students and offer suggestions for adjusting the learning environment in the general education program and documenting these efforts. ● A focus on technology integration provides opportunities for students to access the curriculum in alternative ways. ● ESL specialists are available to consult with teachers regarding students with limited English proficiency. 	<ul style="list-style-type: none"> ● Differentiated instruction takes place in all classrooms. ● Teachers use flexible grouping. ● Small group instruction in and out of classroom. ● Modification of curriculum and differentiated instruction, to meet needs of all learners. ● Multi-sensory approach to teaching. ● HTSS/IST. ● Use of formal and informal diagnostic tools to assess student needs. ● Teachers meet by grade level and with support staff to confer on best approaches to meeting student needs. ● Teachers continue to study ways to adapt the curriculum using technology (after school and in-school training is also provided). ● Professional development opportunities (both within and outside of district) related to improving curriculum and instruction available to teachers.
<p>Social-Emotional Supports: To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in social-emotional skills and are provided support through a multi-tiered model. ● Special educators consult with regular education teachers on behavioral issues that impact academic progress. ● School counselors offer individual counseling and social skills groups in specific areas. 	<ul style="list-style-type: none"> ● Special educators use an in-class model and resource room model to meet student needs. ● The school counselor is very involved with students and parents. ● Use of the Responsive Classroom principles and practices by school staff. ● School counselors consult with classroom teachers and provide training.
<p>Academic Supports: To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in supportive and academically enriching classrooms. ● The elementary reading program provides a balanced literacy approach that includes individual instruction in areas such as fluency, phonetics, comprehension, and oral reading. ● A primary focus of the current reading program includes a systematic approach to word study as well as flexible grouping. ● The elementary schools implement the RTI model, offering early intervention for students in need. ● Reading Specialists are available at all levels to support “at risk” students. ● To address the specific needs of ELL students, the district is actively training classroom educators in Sheltered English Immersion (SEI) practices. 	<ul style="list-style-type: none"> ● All grade levels use the revised ELA curriculum frameworks and associated Power Standard Documents developed in-district. ● The Massachusetts Frameworks, as updated, are deconstructed and incorporated into all relevant classes. ● All grade levels use a scope and sequence of word study skills. ● Teachers K-3 have been trained in a multi-sensory approach to teaching reading, writing, and spelling. ● Focus on professional development in reading: Balanced Instruction in Reading, Multi-sensory Approach to Teaching Reading. ● On site consultation and training – model lessons, peer observations. ● Use of Literacy Closets to provide books for guided reading. ● Use of DIBELS and other assessments to monitor student needs. ● Reading specialists and special educators support at-risk students. ● RTI identification, early intervention and progress monitoring of students. ● Teacher training in Sheltered English Immersion (SEI), as well as ELL instructional strategies has been implemented.

<p>Induction & Mentoring: To ensure all educators are provided a comprehensive Induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.</p>	<ul style="list-style-type: none"> ● Hingham Public Schools has a formal Teacher Induction and Mentoring Program in place to assist teachers who are new to the teaching profession and/or new to the district. ● Hingham’s Professional Development Program requires that teachers meet regularly during the year in study groups to exchange ideas on instructional issues and differentiating teaching. ● Professional development related to classroom management, learning styles, etc. is offered to new teachers. 	<ul style="list-style-type: none"> ● All teachers new to Hingham are assigned a mentor or peer coach to support their induction. ● Substitute coverage is provided, when possible, so that mentor teachers can meet with their mentees. ● Peer observations are conducted by mentor and mentees. ● Grade level and cross grade level meetings are held to share curriculum and teaching strategies. ● Paraeducator training is conducted by professional staff. ● New teachers are allotted time with their mentors throughout the year to discuss curriculum, instruction and school culture topics. ● Faculty meetings allow teachers to share curriculum ideas.
<p>Parent Involvement: To encourage parental involvement in their children’s education.</p>	<ul style="list-style-type: none"> ● Parents are considered to be an integral part of their child’s learning experience. ● An active PTO program and parent volunteer base exists in all schools. ● School Councils participate actively in the annual budget development and in developing school improvement plans. ● School-to-parent communication is in the language of the home. ● Parents are encouraged to contact teachers through email, meetings, websites, etc. about their concerns for their child. 	<ul style="list-style-type: none"> ● Consistent home-school communication exists through newsletters, phone calls, e-mail, and web pages. ● Parents participate in Team Meetings and the decision-making process. ● Parents are part of the interviewing team for new administrative/leadership hires. ● Volunteers assist in and support instruction. ● Special Education Parent Advisory Council exists district-wide. ● Active PTO supports instruction financially and through volunteerism. ● School Council consists of some parent representatives. ● Parent meetings on relevant topics are presented by staff. ● Extensive after-school enrichment program is run by parents.
<p>Responsive & Relevant Curriculum: To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools</p>	<ul style="list-style-type: none"> ● An ongoing curriculum review cycle is in place to examine curriculum and textbooks. In addition, this cycle ensures that curriculum documents are created and/or updated to correlate to the Massachusetts Curriculum Frameworks. ● A process is in place for reviewing the Massachusetts Curriculum Frameworks. The process requires groups of teachers to review the frameworks and determine the level of mastery for each standard. ● The curriculum review process also provides an opportunity to procure supplementary teaching materials for learners at different levels. ● Newly purchased curriculum items are reviewed for universal design. 	<ul style="list-style-type: none"> ● Teachers serve on committees to review frameworks and programs and instructional materials. ● The new Massachusetts Frameworks in math and ELA have been deconstructed and developed into Power Standards. ● Supplementary materials are available for teachers. ● Everyday Math 4, Journeys, and a variety of instructional programs and materials in Science, Technology, and Engineering. ● Programs have been adopted and implemented to support the Massachusetts Frameworks. ● Teachers serve on committees to review and update content area scope & sequence.
<p>Post-Secondary Success: To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.</p>	<ul style="list-style-type: none"> ● Any student who falls into the “Not Meeting Expectations” category on the MCAS qualifies for a Student Success Plan that is individualized to meet his/her needs. 	<ul style="list-style-type: none"> ● Individual Student Success Plans are developed for students at risk. ● Meetings are held with school counselors, support service teachers and classroom teachers to discuss student needs. ● Vertical teams of teachers participate in MCAS data analysis to determine needed action planning.

HINGHAM PUBLIC SCHOOLS DISTRICT CURRICULUM ACCOMMODATION PLAN 2018-2019

Strategy	DCAP Focus	Hingham Middle School Focus
<p>Inclusive Classrooms: To help general education classroom teachers analyze, accommodate and support the wide variety of learners in their classrooms.</p>	<ul style="list-style-type: none"> ● An Instructional Support Team is in place in each school. The role of the Instructional Support Team is to confer with teachers on specific students and offer suggestions for adjusting the learning environment in the general education program and documenting these efforts. ● A focus on technology integration provides opportunities for students to access the curriculum in alternative ways. ● ESL specialists are available to consult with teachers regarding students with limited English proficiency. 	<ul style="list-style-type: none"> ● Differentiated instruction takes place in all classrooms. ● Teachers use flexible grouping. ● Faculty participation in the HTSS/IST. ● Grade level team time to collaborate on student issues at grades 6 and 7. ● Teachers continue to study ways to adapt the curriculum using technology (after school and in-school training is also provided). ● Professional development opportunities (both within and outside of district) related to improving curriculum and instruction available to teachers.
<p>Social-Emotional Supports: To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in social-emotional skills and are provided support through a multi-tiered model. ● Special Educators consult with regular education teachers on behavioral issues that impact academic progress. ● Adjustment and Guidance Counselors offer individual counseling and social skills groups in specific areas. 	<ul style="list-style-type: none"> ● Special educators use an in-class model and strategies for learning model to meet student needs. ● Student groups sponsored by guidance counselors and adjustment counselor. ● Team time to collaborate on student issues with special education staff and guidance counselors. ● Modeling of peers. ● Behavior contracts. ● A Transition Room is available and staffed to ensure a successful reentry to school for those students returning following time away from school.
<p>Academic Supports: To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in supportive and academically enriching classrooms. ● The elementary reading program provides a balanced literacy approach that includes individual instruction in areas such as fluency, phonetics, comprehension, and oral reading. ● A primary focus of the current reading program includes a systematic approach to word study as well as flexible grouping. ● The elementary schools implement the RTI model, offering early intervention for students in need. ● Reading Specialists are available at all levels to support “at risk” students. ● To address the specific needs of ELL students, the district is actively training classroom educators in Sheltered English Immersion (SEI) practices. 	<ul style="list-style-type: none"> ● The Massachusetts Frameworks, as updated, are deconstructed and incorporated into all relevant classes. ● All grade levels use the revised ELA curriculum frameworks to inform Curriculum Guides developed in-district. ● Students are identified for and provided additional reading support. ● Support is provided in small group settings. ● Teacher training in Sheltered English Immersion (SEI), as well as ELL instructional strategies has been implemented. ● Students may stay after-school for individualized attention from subject area teachers.
<p>Induction & Mentoring: To ensure all educators are</p>	<ul style="list-style-type: none"> ● Hingham Public Schools has a formal Teacher Induction and Mentoring Program in place to assist teachers who are 	<ul style="list-style-type: none"> ● All teachers new to Hingham are assigned a mentor or peer coach to support their induction.

<p>provided a comprehensive Induction program during their first year of service and to encourage ongoing teacher mentoring and collaboration.</p>	<ul style="list-style-type: none"> ● new to the teaching profession and/or new to the district. ● Hingham's Professional Development Program requires that teachers meet regularly during the year in study groups to exchange ideas on instructional issues and differentiating teaching. ● Professional development related to classroom management, learning styles, etc. is offered to new teachers. 	<ul style="list-style-type: none"> ● Substitute coverage is provided, when possible, so that mentor teachers can meet with their mentees. ● Peer observations are conducted by mentor and mentees. ● Grade level and cross grade level meetings are held to share curriculum and teaching strategies. ● Paraeducator training is conducted by professional support staff. ● New teachers are allotted time with their mentors throughout the year to discuss curriculum, instruction and school culture topics. ● Department meetings allow teachers to share curriculum ideas.
<p>Parent Involvement: To encourage parental involvement in their children's education.</p>	<ul style="list-style-type: none"> ● Parents are considered to be an integral part of a student's learning experience. ● An active PTO program and parent volunteer base exists in all schools. ● School Councils participate actively in the annual budget development and in developing school improvement plans. ● School-to-parent communication is in the language of the home. ● Parents are encouraged to contact teachers through email, meetings, websites, etc. about their concerns for their child. 	<ul style="list-style-type: none"> ● Consistent home-school communication exists through newsletters, phone calls, email, and web pages. ● During team meeting time, parents have the opportunity to discuss their student's education with the team. ● Parents volunteer to chaperone field trips and to help with certain class activities. ● Parent conferences, upon request. ● Special Education Parent Advisory Council exists district-wide. ● Active PTO supports instruction financially and through volunteerism. ● School Council consists of parent representatives.
<p>Responsive & Relevant Curriculum: To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools</p>	<ul style="list-style-type: none"> ● An ongoing curriculum review cycle is in place to examine curriculum and textbooks. In addition, this cycle ensures that curriculum documents are created and/or updated to correlate to the Massachusetts Curriculum Frameworks. ● A process is in place for reviewing the Massachusetts Curriculum Frameworks. The process requires groups of teachers to review the frameworks and determine the level of mastery for each standard. ● The curriculum review process also provides an opportunity to procure supplementary teaching materials for learners at different levels. ● Newly purchased curriculum items are reviewed for universal design. 	<ul style="list-style-type: none"> ● Teachers serve on committees to review frameworks and programs and instructional materials. ● The new Massachusetts Frameworks in math and ELA have been deconstructed and incorporated into all classes. ● Supplementary materials are available for teachers. ● Participation in district professional development. ● Common team time provides opportunity for teachers to discuss curriculum including interdisciplinary connections. ● MCAS, common assessments, and standardized testing analysis. ● Faculty attends monthly curriculum meetings with the department directors.
<p>Post-Secondary Success: To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.</p>	<ul style="list-style-type: none"> ● Any student who falls into the "Not Meeting Expectations" category on the MCAS qualifies for a Student Success Plan that is individualized to meet his/her needs. 	<ul style="list-style-type: none"> ● Individual Student Success Plans are developed for students at risk. ● Meetings are held with school counselors, support service teachers and classroom teachers to discuss student needs. ● Vertical teams of teachers participate in MCAS data analysis to determine needed action planning.

HINGHAM PUBLIC SCHOOLS DISTRICT CURRICULUM ACCOMMODATION PLAN 2018-2019

Strategy	DCAP Focus	Hingham High School Focus
<p>Inclusive Classrooms: To help general education classroom teachers analyze, accommodate and support the wide variety of learners in their classrooms.</p>	<ul style="list-style-type: none"> ● An Instructional Support Team is in place in each school. The role of the Instructional Support Team is to confer with teachers on specific students and offer suggestions for adjusting the learning environment in the general education program and documenting these efforts. ● A focus on technology integration provides opportunities for students to access the curriculum in alternative ways. ● ESL specialists are available to consult with teachers regarding students with limited English proficiency. 	<ul style="list-style-type: none"> ● Differentiated instruction takes place in all classrooms. ● Alternative assessment. ● Project-based learning in selected classes. ● Co-taught classrooms, where available. ● Instructional Support Teams-discussion of concerns about students. ● Work-Study Opportunities. ● Freshman Advisory Program.
<p>Social-Emotional Supports: To provide a multi-tiered model of social-emotional and behavioral supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in social-emotional skills and are provided support through a multi-tiered model. ● Special Educators consult with regular education teachers on behavioral issues that impact academic progress. ● Adjustment and School Counselors offer individual counseling and social skills groups in specific areas. 	<ul style="list-style-type: none"> ● Special educators use an in-class model and strategies for learning model to meet student needs. ● Freshman advisory program. ● Instructional support team. ● Counseling department meetings. ● Consultations with Special Education. ● School-wide assemblies. ● ADL classroom peer facilitations. ● Tenth grade health education curriculum. ● Student groups, such as PEERS and Breathe Out. ● Peer mediation. ● A transition room is available and staffed to ensure a successful reentry to school for those students returning following time away from school.
<p>Academic Supports: To provide a multi-tiered model of academic supports to all students to ensure comprehensive access to our challenging academic programs.</p>	<ul style="list-style-type: none"> ● All students are provided direct instruction in supportive and academically enriching classrooms. ● A primary focus of the current reading program includes a systematic approach to word study as well as flexible grouping. ● Reading Specialists are available at all levels to support “at risk” students. ● To address the specific needs of ELL students, the district is actively training classroom educators in Sheltered English Immersion (SEI) practices. 	<ul style="list-style-type: none"> ● The Massachusetts Frameworks, as updated, are deconstructed and incorporated into all relevant classes. ● All grade levels use the revised ELA curriculum frameworks to inform Curriculum Guides developed in-district. ● Support is provided in small group settings. ● Teacher training in Sheltered English Immersion (SEI), as well as ELL instructional strategies has been implemented. ● Common planning time. ● Homework club. ● Peer tutoring. ● Directed study.
<p>Induction & Mentoring: To ensure all educators are provided a comprehensive Induction program during their first year of service and to encourage ongoing teacher mentoring and</p>	<ul style="list-style-type: none"> ● Hingham Public Schools has a formal Teacher Induction and Mentoring Program in place to assist teachers who are new to the teaching profession and/or new to the district. ● Hingham’s Professional Development Program requires that teachers meet regularly during the year in study groups to exchange ideas on instructional issues and differentiating 	<ul style="list-style-type: none"> ● All teachers new to Hingham are assigned a mentor or peer coach to support their induction. ● Substitute coverage is provided, when possible, so that mentor teachers can meet with their mentees. ● Peer observations are conducted by mentor and mentees. ● Subject and cross-subject meetings are held to share curriculum

collaboration.	teaching. <ul style="list-style-type: none"> Professional development related to classroom management, learning styles, etc. is offered to new teachers. 	and teaching strategies. <ul style="list-style-type: none"> Paraeducator training is conducted by professional support staff. New teachers are allotted time with their mentors throughout the year to discuss curriculum, instruction and school culture topics. Department meetings allow teachers to share curriculum ideas.
Parent Involvement: To encourage parental involvement in their children’s education.	<ul style="list-style-type: none"> Parents are considered to be an integral part of a student’s learning experience. An active PTO program and parent volunteer base exists in all schools. School Councils participate actively in the annual budget development and in developing school improvement plans. School-to-parent communication is in the language of the home. Parents are encouraged to contact teachers through email, meetings, websites, etc. about their concerns for their child. 	<ul style="list-style-type: none"> Consistent home-school communication exists through newsletters, phone calls, email, web pages, social media and monthly Parent-Principal Coffee discussion meetings. Parents volunteer to help with certain class activities. Parent conferences, upon request. Special Education Parent Advisory Council exists district-wide. Active PTO supports instruction financially and through volunteerism. School Council consists of parent representatives.
Responsive & Relevant Curriculum: To provide ongoing review of local curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and the standards of Hingham Public Schools	<ul style="list-style-type: none"> An ongoing curriculum review cycle is in place to examine curriculum and textbooks. In addition, this cycle ensures that curriculum documents are created and/or updated to correlate to the Massachusetts Curriculum Frameworks. A process is in place for reviewing the Massachusetts Curriculum Frameworks. The process requires groups of teachers to review the frameworks and determine the level of mastery for each standard. The curriculum review process also provides an opportunity to procure supplementary teaching materials for learners at different levels. Newly purchased curriculum items are reviewed for universal design. 	<ul style="list-style-type: none"> Teachers serve on committees to review frameworks, programs and instructional materials. The new Massachusetts Frameworks in math and ELA have been deconstructed and incorporated into all classes. Supplementary materials are available for teachers. Participation in district professional development. Common planning time provides opportunity for teachers to discuss curriculum including interdisciplinary connections. MCAS, common assessments, and standardized testing analysis. Faculty attends monthly curriculum meetings with the department directors.
Post-Secondary Success: To provide resources and assistance for students who are at risk of not meeting expectations on the next-generation MCAS assessments.	<ul style="list-style-type: none"> Any student who falls into the “warning” category on the MCAS qualifies for a Student Success Plan that is individualized to meet his/her needs. 	<ul style="list-style-type: none"> Individual Student Success Plans are developed for students at risk. Meetings are held with school counselors, support service teachers and classroom teachers to discuss student needs. Post-Secondary planning center is available at HHS, allowing parents and student to research post-secondary options.