



Sturgis Charter Public School  
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## District Curriculum Accommodation Plan (DCAP)

*(revised, Spring 2022)*

### STATE LAW AND GUIDELINES FOR CURRICULUM ACCOMMODATION PLAN

<https://malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38q1~2>

Based on guidelines released by the Massachusetts Department of Elementary and Secondary Education on February 20, 2001, the new statutory requirement for each school district is to develop a District Curriculum Accommodation Plan (DCAP). This requirement was added to the Massachusetts General Laws in 2000. The intent of this provision is to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education.

The recently enacted changes to Ch. 71 of the Massachusetts General Laws added the following new section:

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 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.

Additionally, Section 59C of Ch. 71, the statute on school councils and school improvement plans, was amended by changing the fourth paragraph. Added language is indicated through the use of a double underline as follows:

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.

- Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively;
- Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning;
- Direct and systematic instruction in reading for all students;
- Encouragement of teacher mentoring and collaboration; and
- Encouragement of parental involvement in their children's education.

### Sturgis Philosophy

Sturgis is dedicated to an “International Baccalaureate (IB) for All” philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides



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each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth.

Key guiding principles at Sturgis are:

- Student learning is why we are here;
- Sturgis strives to maximize the individual potential of each student;
- All students should be challenged with rigorous work and high expectations;
- All students do all of their coursework in grades 11-12 in the IB Diploma Programme; all students in grades 9-10 are enrolled in IB prep courses for all of their coursework

Consistent with our international cultural feel, we seek to sustain a school community where every child feels seen, heard, and valued, and students are challenged and nurtured to meet their maximum potential. A broad range of students with various ethnic, socio-economic, and academic backgrounds attend the school. Students gain admission to the school via a random lottery of applicants, and a significant majority of the students previously attended school districts on Cape Cod or in southeastern Massachusetts in addition to charter and independent schools in the area.

The purpose of this District Curriculum Accommodation Plan (DCAP) is:

- To assist teachers in analyzing, assessing, and accommodating diverse learners within the Sturgis curriculum
- To provide teachers with increased support services and instructional options within general education settings
- To recommend additional instructional interventions for learners who need more support
- To identify available resources for teachers in the areas of student support

### **Curriculum Design**

The curriculum at Sturgis Charter Public School is designed to address the content provided in the Massachusetts Frameworks and the International Baccalaureate Organization (IBO) Curriculum Guides. The graduation requirements for Sturgis Charter Public School students meets or exceeds the Massachusetts graduation requirements. Sturgis, in accord with the IBO, works to infuse both Learner Profile traits as well as Approaches to Learning (ATL) skills into teacher professional development and classroom instruction.

### **Personnel Resources Providing Curriculum Support**

The following members of staff provide support for students:



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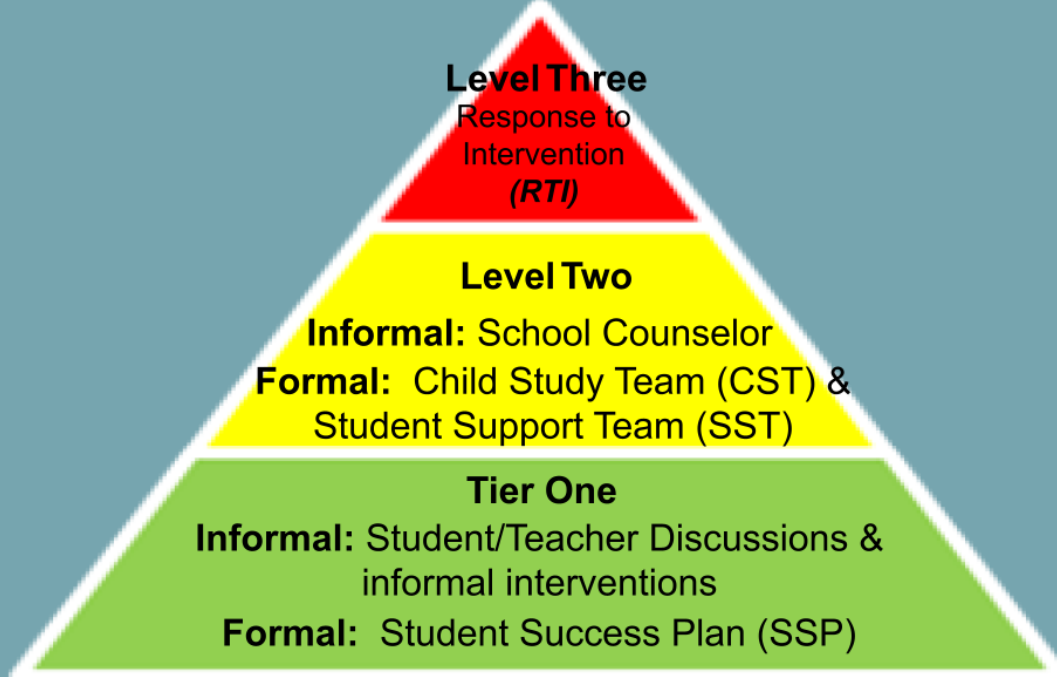


- Principal
- Lead Teachers
- Counselors
- International Baccalaureate Coordinator
- Assistant International Baccalaureate Coordinator
- Creativity Action and Service (CAS) Coordinator
- Assistant Creativity Action and Service Coordinator
- English Language Education Coordinator
- Inclusion Support Specialists
- Instructional Coach
- School Nurse
- Librarians
- Extended Essay (EE) Coordinator
- Special Education Coordinator
- Diversity, Equity, Inclusion and Belonging (DEIB) Coordinators
- Teachers

**Note:** The Principal, Special Education Coordinator, and English Language Education coordinator meet regularly to consult about supporting students in need.



## ACADEMIC SUPPORT PYRAMID



- Process does not apply to students on IEPs: refer concerns to SPED teacher
- Social/Emotional concerns should be referred directly to a student's school counselor

### General Education Student Support Structures

*Support structures that are available to students through general education, including support to address the needs of students whose behavior may interfere with learning.*

- Advisory System: Each student is assigned to an advisory group of 10-16 students across the four grade levels. Advisors are seen as additional adult mentors and advocates for students in their group. Advisory groups discuss varied topics and provide a forum for students to share their interests, ideas, and support for each other.
- Classroom Accommodations: Students who need extra time on essays, quizzes, and tests or other means of support are provided the appropriate accommodations as needed by the teachers.
- Counseling:



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- Sturgis provides a student/counselor ratio of about 140/1.
- Counselors support students who have academic and/or emotional needs.
- Programs offered by or run by the counseling department:
  - SOS (Signs of Suicide)
  - Lifestyle Risk and Reduction Programs
  - SBIRT (Screening, Brief Intervention, and Referral to Treatment)
- School Adjustment Counselor/School Social Worker
- Scheduling: Changes and flexible options for course scheduling can be provided for students with diverse learning styles and individual needs.
- Make Up Learning Time (MULT) during lunch period
- Consultants: Sturgis provides highly qualified and effective specialists in speech and language and remedial reading specialists who provide support for students with needs in this area. Sturgis uses BCBA consultants and community resources to provide assistance to teachers and students.
- Student Support Team (SST): The Principal, guidance counselors, the nurse and two teachers meet regularly to discuss referrals for formal student supports and intervention steps for students possibly requiring Special Education services. (See attached for more information regarding the SST process and documentation).
- Behavioral Interventions:
  - Policies in Student Handbook
  - The Principal, Assistant Principal and any other relevant staff will collaborate to create processes and procedures to address specific behavioral challenges of students identified as in need of such services.
  - Consultants available to develop plans for interventions.
  - In-school and out-of-school suspensions
  - Alternatives to discipline including restorative practices, peer mediation, educational opportunities.
  - Positive Behavior Intervention Strategies (PBIS) - Strategies used by teachers to re-enforce and increase positive behaviors. This sometimes comes in the form of a formal plan geared toward a specific student and sometimes it's a classroom management strategy.
  - Anti-vaping program
  - Loss of privileges
- Testing: MCAS test results are reviewed in detail in order to plan and implement focused instruction and extra tutoring for students who have specific skill deficiencies.



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- MCAS prep classes (math, biology and ELA) for those students who would benefit from the extra support
- English Learners and Former English Learners receive appropriate Sheltered English Immersion (SEI) instruction and support in a separate environment (ELD class and/or ELD study) and in the mainstream classroom setting (in Sheltered Content Instruction classes).
- 1 to 1 Technology
- Ubiquitous use of Google Classroom by all faculty
- ACCESS (Language proficiency test given to English Learners) is administered annually and results are reviewed by the English Language Education department as well as all teachers of students who have taken the test. Students' test results inform their academic goals.
- [SSP \(Student Support Plan\)](#): Document completed by student and teacher to identify areas student might address to improve academic performance (See Appendix 1). These plans can be done with any student in which the teacher deems might need one.
- SST (Student Support Team): Team of teachers and staff convened 7 times per year to review students in need of support (as identified by progress notes)
- CST (Child Study Team): Targeted meetings on specific students who have been identified as needing more support.
- RTI ([Response to Intervention](#)): This is a formal process initiated by a student's counselor in consultation with the student's teachers where a detailed plan with measurable objectives is developed. (See Appendix 3)
- General Education Accommodation Plans: Written plans in place for [EL and FELs students](#) (see Appendix 4) and students who do not qualify for an special education plan.
- When students have a documented medical need for [Home/Hospital educational services](#), the principal or their designee such as their school counselor, will arrange for educational services for that student according to the linked policy. (See Appendix 5)
- Library resources (such as assistance with obtaining library cards from the CLAMS system and Boston Public Library, ordering materials from inter-library loan), online databases (such as Gale, EBSCO & JSTOR) and online tools (such as NoodleTools)
- IB Info sessions for 10th grade students
  - IB Coordinators present info to all 10th grade students



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- IB Expo during a lunch period in which students can ask questions to teachers and other IB students
- An IB bilingual diploma info session during lunch

**Teacher and Staff Support Structures:**

*Support for teachers, such as professional development that will help them analyze and accommodate various students' learning needs and support teacher collaboration.*

- Professional Development: Sturgis budgets significant resources for professional development, and differentiating instruction is one of the ongoing major goals for allocating the resources. Sturgis schedules guest speakers and supports workshop attendance for faculty for various topics in the area of differentiating instruction.
- Faculty Led Professional Development
- Departmental and Faculty Meetings: Biweekly Departmental and Faculty meetings are held to plan curriculum, to review the MA Frameworks and IB Curriculum Guides, and to discuss supports for students who are experiencing difficulty with the curriculum.
- Faculty Training and Mentoring:
  - All new faculty meet during faculty orientation with the Executive Director and the Human Resource Coordinator.
  - New faculty are assigned to a Lead Teacher whose responsibility is to mentor and provide information and support in order to enhance teaching skills and strategies that address the needs of diverse learners.
  - New teacher coffee with the Principals
  - New teachers have the opportunity to join PLCs such as Critical Friends Group and/or Skillful Teacher Group
  - New teacher group meets about once a month with a mentor teacher
- Learning Walks: Teachers have the opportunity to observe other teachers and their teaching methods, in order to reflect on their own teaching practices and thus improve student learning through collaboration with others.
- IB Training for Teachers
- Access to Massachusetts Charter Public School Association (MCPSA) workshops
- Critical Friends Group: A professional learning community open to new and veteran teachers that discusses dilemmas brought up by the participants. The group is facilitated by a trained faculty member who uses protocols to guide discussion.
- Instructional Coach
- Skillful Teacher Groups: A professional learning community open to new and veteran faculty based on the text *The Skillful Teacher: Building Your Teaching Skills* (Saphier,



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Haley-Speca, Gower) and which meets approximately twice per month during the school year.

- Sheltered English Immersion (SEI) Course: Sturgis is a vendor for the SEI course.
- Administrators who observe teachers are all SEI endorsed.
- Lead Teacher and Principal observations
- Grade Level Meetings
- Equity Professional Learning Community (EPLC)
- Faculty Annual Self-Assessment

**Family and Community Support Structures:**

*Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations*

- Parent Involvement: Faculty contact parents via phone or email when students are experiencing difficulty in their courses.
- Progress & Grade Reports: Teachers send comments to parents on all students for the four progress reports and the four report cards during the year.
- Special Education Parent Advisory Committee (SEPAC)
- Sturgis Parent Association (SPA)
- IB information sessions
  - Student panels
  - Information nights for parents
  - Special education meeting for students on IEPs
- Translation services
- Counselors contact parents regarding outcomes of Child Study Team (CST) discussions.
- [School website](#)
- [Athletic website](#)
- IB Webpages for [students](#), [faculty](#) and [parents](#)
- Convocation
- Weekly newsletter with upcoming events
- Parent Teacher Conferences
- Spring Placement Exams and Family Orientation
- Fall Open House
- Student Government Led New Student Orientation prior to the start of school
- New Student Tours and Shadowing Program in Spring for rising 9th/10th





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- Translation and Interpretation Services including teacher access to the [Language Line](#)

**Curriculum Support Structures:**

*Systems, structures, and curriculum tools to support direct and systematic instruction in academic literacy and other curriculum areas for all students.*

- **Small Classes:** Sturgis maintains an average class size of 17-18 students per class. This small class size allows for more individual support and help from teachers during class and more time and access for students after class. Teachers are better able to know their students' strengths and areas of need because of the small size of classes.
- **Extra Help From Faculty:** It is a contractual obligation that each faculty member spends at least fifty minutes one day per week working with students who need extra help. Faculty meet with students before school, at lunch, during study periods, and after school to provide instruction, support, and mentoring for students in need.
- **Peer Tutoring:** A student who is having difficulty in a class may be paired with a peer tutor who can provide extra support and tutoring. Referrals for peer tutoring can be forwarded by parents, faculty, or a student and are supervised by the Principal or designee.
- **Midterm and final exams**
- **IB Curriculum and Guides**
- **Access to Online Textbooks and Resources:** Some courses have access to online textbooks such as Kognity or online subscriptions such as TheoryofKnowledge.net.
- **Sheltered English Immersion (SEI):** All core academic teachers who have an English Learner in their classroom receive the SEI endorsement and provide SEI instruction in their class.
- **English Language Development (ELD) class:** All English Learners are taught by a licensed ESL teacher in a separate class.
- **Language objectives:** Teachers of ELs create language objectives for their students to build their academic language proficiency.



**Appendix 1**

**Student Success Plan(SSP)**

*A form designed to assist teachers and students to make improvements in a variety of areas.  
 Should be used with any student who could use support to improve their academic performance.*

Note for teachers: Make a copy of the form for each student. Discuss with your student, and together, choose only a couple of these suggestions. Too much change at once is counterproductive. Remember to schedule a follow-up SSP date, and to write comments about the follow-up and share with student, parent, and school counselor.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_ Class: \_\_\_\_\_

The goal of this plan is to identify specific changes I feel I can make in order to become more successful in school. I can use suggested changes, modify them, or identify/add other changes. Please place a check next to the strategies you will use. (you can do this by right-clicking on the box and choosing the ✓ symbol.)

What is working well within the class? \_\_\_\_\_

What are my strengths? \_\_\_\_\_

1. Changes I can make while in class to be more successful:

- Remain in class the entire period when remote and in-person
- Arrive to class early
- Write questions about anything that I do not understand
- Ask my teacher at the time or see the teacher later about questions I have
- Ask at least one question a day
- Answer at least one question or express at least one idea each day
- Take better notes in class
- Have my book and notebook in class each day
- Tell my teacher (or send a note) when I find a topic difficult to understand



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- Use my agenda every day

2. Changes I can make while at school to be more successful:

- Get to school on time
- Eat a healthy lunch
- Use an agenda every day
- Attend weekly curriculum support sessions on Wednesdays with my teacher
- Get help on note-taking strategies
- Schedule one-on-one extra help sessions with my teacher
- Use directed study time more effectively
- Study virtually with a friend
- Use a peer tutor

3. Changes I can make at home to be more successful:

- Have a designated school work area used only for school work
- Not attend remote class in my bed
- Eat a healthy breakfast
- Make sleep a priority
- Check off assignments in my agenda as they are completed
- Clean out and organize my backpack
- Keep a homework log (noting how much time I spend each night on this course)
- Organize my notebooks better
- Increase my study time at home
- Change the way I do homework (no music, phone, television, social media, etc.)
- Make notes about things I do not understand when reading or doing homework

4. Teacher will consider the following intervention(s) ([Tiered Interventions to Support Students](#)):

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We will review again on: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher shares copies of SSP with the student, guardians, and the student's school counselor.

Shared Date: \_\_\_\_\_

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Review Date: \_\_\_\_\_

Teacher Comments from review date: \_\_\_\_\_

Re-Share SSP with student, guardians, and the student's school counselor following the review date.

Re-Shared Date: \_\_\_\_\_



## Appendix 2

### Tiered Interventions to Support Students

#### Classroom Climate

- Set discussion norms
- Allow students “think time”
- Use formal and informal methods to learn about your students (including students’ genders and pronouns, how to pronounce their names, preferred names, learning strengths and challenges, and linguistic and cultural backgrounds)

#### Physical Arrangement of Room

- Seat the student near the teacher or a positive role model
- Stand near the student when giving directions or presenting lessons
- Avoiding distracting stimuli
- Increase distance between desks

#### Lesson Presentation

- Speak slowly, enunciate clearly, extend natural pauses
- Create and display daily agendas and content objectives
- Pair students to check work or discuss
- Write key terms on the board
- Check for understanding (3-2-1, thumbs up or down)
- Suggest peer tutoring (counselor can help identify tutors)
- Provide your lecture notes or an outline
- Use visual aids: diagrams, video clips
- Repeat directions to the student and have the student repeat the directions back to you
- Accompany oral directions with written directions or vice versa
- Break longer lessons into shorter chunks



### Assignments

- Pre-teach challenging vocabulary and check for understanding of command terms
- Give extra time to complete tasks/exams
- Simplify complex or wordy directions
- Provide a structured routine in written form
- Provide study skills training/learning strategies
- Give frequent short quizzes and fewer long tests
- Allow typed assignments or allow students to dictate assignments
- Recognize and give credit for student's oral participation in class

### Assessments

- Give extra time to complete tasks/exams
- Provide and review a study guide
- Allow open book exams or allow use of the study guide on assessments
- Give exam orally
- Provide opportunities to assess knowledge through written, oral and group assessments
- Give take-home test
- Allow use of an index card for major assessments
- Allow students to prepare an outline to bring in for assessments

### Organization

- Provide assistance with organizational skills
- Make organization time part of the lesson and/or grade (binders checks for example, or bringing a prepared study guide to an exam)
- Allow student to have an extra set of books at home
- Send weekly progress report emails home
- Give weekly progress reports from School Brains to students

### Behavior



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- Explicitly teach [ATL skills](#)
- Use timers to facilitate task completion
- Structure transitional and unstructured times
- Allow students to listen to music, or play music for the class, during independent work times
- Keep classroom rules clear and simple
- Make prudent use of negative consequences
- Allow for short breaks between assignments
- Use nonverbal cues for student to stay on task
- Mark student's correct answers rather than mistakes
- Implement a classroom behavior management system
- Ignore mildly inappropriate behaviors
- Use a behavioral contract



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**Appendix 3**

**Response to Intervention Log:** As we continue to see [name of student] struggle, we are going to move into Tier 3 of our academic support pyramid: **Response to Intervention (RTI)**. This is a formal process initiated by a student’s counselor in consultation with the student’s teachers where a detailed plan with measurable objectives is developed.

On the [RTI log](#) below please document interventions and results. These interventions can be interventions you have already tried and/or new interventions you will attempt in the coming weeks. We will monitor this student’s progress for [specify # of weeks]. At this time [Specify a date], the results/observations will be shared with the student, parents and other vested parties.

If the student does not respond to the interventions, the initial intervention may be revised and assessed, or the student may be referred for a special education evaluation

For your reference here is a [sample RTI](#).

Student	Teacher	Class	Date SSP was completed (link SSP if possible)	Date RTI Started

<b>Concerns</b> <i>(briefly outline what areas you would like to address with the student):</i>

Date	<b>Intervention Attempted</b> <i>(these may be repeated if you attempt the same intervention multiple times) *tiered interventions are linked above</i>	<b>Results</b> <i>(did the intervention work? Partially work? No change for the student?)</i>





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**Follow-Up Completed and Possible Next Steps** (*consult with School Counselor, School Adjustment Counselor, Special Education Coordinator, met with Principal/Assist Principal, CST, parent meeting, etc.*)

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## Appendix 4

### Possible General Education Accommodations for ELs and FELs

- Allow student to choose from prompts or complete fewer prompts
- Grade what is completed in allotted time/no penalty for running out of time
- Provide readings needed for written assessments beforehand to annotate or read with support
- Provide adapted texts with fewer passages or words and/or teacher annotations, including on assessments
- Access to exemplar or completed and correct sample student work
- Identify and pre-teach challenging vocabulary prior to a new unit
- Provide multiple modes for engaging with the curriculum, and options to demonstrate understanding
- Use of a student generated, teacher approved, reference sheet for assessments
- Word banks for assessments and writing assignments
- Simplified instructions and questions on reading and writing tasks, as well as exams
- Use of Google translate on cell phone or laptop in real time during classroom instruction
- Encourage and allow a notecard for class discussions and/or Socratic Seminars
- Individual checks for understanding and repetition/review of material
- Allow student to hand in paper assignments
- Give the student a heads up before calling on them; give 1-2 minutes to form a response before asking the student to contribute
- Break down larger assignments into smaller scaffolded steps
- No more than 1 brief (5 minutes or less) break per period to get a drink of water or take a walk without cell phone
- Separate setting for summative assessments
- Choice between handwriting or using a word processor for classwork and/or homework



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- Identify essential parts of the class readings/texts (or identify which of the unit's texts are essential for understanding)
- Provide study guides for tests/quizzes that reflect the content of the assessment
- Adapted or modified text
- Word-to-word bilingual dictionary in class
- Word-to-word bilingual dictionary on exams and/or larger assessments
- When applicable, give background info on a topic at the start of a new unit
- Task specific graphic organizers that are pre-taught and can include sentence starters and/or sentence frames
- Provide bilingual content area glossary
- Use manipulatives and realia
- Provide supplemental multimedia resources
- Paired oral and written instructions



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## Appendix 5

**Educational services in home or hospital.** Upon receipt of a physician's written order (with consent to speak with the physician) verifying that any student enrolled in Sturgis Charter Public School or placed by Sturgis Charter Public School (in cooperation with the student's sending district) in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal or their designee such as the student's counselor shall arrange for provision of educational services in the home or hospital. Students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services if they are requested and the medical need is documented by the physician. Such services shall be provided with sufficient frequency to allow the student to continue their educational program, as long as such services do not interfere with the medical needs of the student. The principal or their designee such as the student's counselor shall coordinate such services with the Special Education Coordinator for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

If, in the judgment of the student's physician, a student with an IEP is likely to remain at home, in a hospital, or in a pediatric nursing home for medical reasons and for more than sixty (60) school days in any school year, the Special Education Coordinator is required, *without undue delay*, to convene a Team meeting to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances. (See 603 CMR 28.04(4).)