



District Curriculum Accommodation Plan (DCAP)



Hill View Montessori DCAP

HVM Mission Statement

The Mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal, and social achievement and so prepared, become constructive contributors to our community.

HVM Core Values

Preeminent Public Montessori

Provide a free Montessori education enhanced to ensure alignment with the MA Curriculum Frameworks. Promote high levels of student achievement. Measure achievement in multiple ways and use assessment data to inform instruction. Promote a school wide culture of respect, open and honest communication, high expectations, and continuous growth through self-reflection. Welcome learners representative of the diversity in Haverhill, including socio-economic, cultural, and learning needs and styles.

Holistic Student Development

Support students' personal, social, and academic development, Engage students in activities that teach them how to be competent, caring contributors to our community. Model and promote Montessori values of grace, courtesy, respect, and responsibility. Teach cooperative learning and conflict resolution skills. Respect each student's unique learning style by individually tailoring learning supports. Foster students' love of learning. Encourage students to take ownership for their academic and personal development.

School-strengthening Collaboration

Create teacher-parent-student partnerships to support student learning. Involve and vest parents, teachers, and students in the school's decision making process and volunteer efforts. Develop partnerships with local agencies, community service organizations, and businesses to enhance children's health and learning (e.g. internships, service learning, etc). Share information and best practices with other educators and community members.

High Quality Staff

Require lead teachers to hold Montessori certification and to obtain highly qualified status. Educate all staff regarding Montessori philosophy and HVM curriculum, culture, and processes. Maintain high standards for accomplished teaching and learning, and provide adequate compensation,



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What is a District Curriculum Accommodation Plan (DCAP)?

Massachusetts General Laws mandate the development and implementation of a District Curriculum Accommodation Plan (DCAP). The purpose of this plan is to provide guidance to school leaders and teachers in making every reasonable effort to meet student needs within general education classrooms. The DCAP is designed to assist educators in recognizing and addressing the diverse learning abilities and needs present in all schools and classrooms. By outlining the accommodations, instructional supports, and strategies available in general education—as well as the procedures for identifying effective interventions for students who are experiencing difficulty—the DCAP aims to strengthen support for the full range of learners in our schools.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the student’s needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating the diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring, collaboration, and parental involvement.”



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Purposes of the DCAP

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners
- To highlight support services and instructional delivery options available within general education settings
- To document tiered academic and non-academic interventions available for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching

District and School Systems of Support

Core instruction within the general education classroom provides a robust and comprehensive learning experience for all students. Hill View Montessori is committed to maintaining high-quality core instruction to ensure that every student is supported in achieving academic success.

General educators and support staff work collaboratively to address the diverse learning needs of students. Through this collaboration, instruction is strengthened by a well-defined curriculum, universal best practices, inclusive approaches, and a range of programs and services tailored to individual student needs.



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Tiered Supports¹

Hill View Montessori uses a Multi-Tiered System of Support (MTSS) to accommodate students' diverse and dynamic needs. MTSS meets all students' academic (instructional) and non-academic (social, emotional, behavioral, or health-related) needs by providing high-quality, core educational experiences in a safe and supportive learning environment. Hill View Montessori is committed to utilizing data for decision-making, monitoring student progress, and selecting evidence-based, tiered interventions, enrichment opportunities, and strategies to support student growth. All tiers are designed around shared, effective teaching strategies and ensure equitable access for all students. Hill View Montessori's MTSS work involves personnel including but not limited to teachers, interventionists, special educators, paraprofessionals, counselors, and specialists.

Students experiencing continued academic, social, or emotional difficulty are identified by educators and referred to the Student Support Team (SST) for collaborative review, action planning, and progress monitoring. After evidence of student learning is analyzed, supports and interventions are selected to address the student's specific areas of need and implemented in the appropriate setting. Movement amongst the three tiers is fluid and is not determined or defined by particular designations, such as diagnosed disabilities. Instead, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention. Adjustments to support strategies are based on team-determined measures of student learning.

¹Adapted from the Massachusetts System of Tiered Instruction guidance page
<https://www.doe.mass.edu/sfss/mtss/>



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Tier 1 - Core Universal Instruction and Support

Tier 1 supports are available to all students through a general education program, and the core curriculum and instruction are provided to all students. Hill View Montessori offers a high-quality Montessori education and instruction program that is effective, engaging, inclusive, developmentally appropriate, and based on best practices. Tier 1 instruction includes differentiation for students, allowing for various modes of delivery, learning needs, and methods for demonstrating understanding. We strive to have 80-90% percent of our student population learn key concepts, content, and skills through instruction in this tier. *See the table below for examples, and see the Accommodations and Instructional Strategies section to Assist Students in Accessing the Core Curriculum for information about tiered SEL and behavioral interventions.*

Tier 2 - Targeted Supplemental Interventions and Support

Tier 2 provides students with targeted, research-based interventions. These interventions enhance, support, and provide access to the core curriculum, which is provided **in addition to the core instruction**. Tier 2 involves identifying students' specific needs and providing targeted interventions and enrichment opportunities that utilize alternative instructional approaches given by highly qualified educators. We strive to have less than 15% of our student population receive instruction through supplemental interventions in this tier. *See the table below for examples. See table below for examples, and see section Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum for information about tiered SEL and behavioral interventions.*

Tier 3 - Intensive Individualized Interventions and Support

Tier 3 provides intensive interventions to students at substantial risk of not meeting grade-level expectations. These students are identified through universal screening, progress monitoring, assessment data, and referral through the Student Support Team (SST). Intense interventions are provided to struggling learners for extended periods, and the student's progress is monitored more frequently. These interventions are provided in addition to the core instruction. We strive to have less than 5% of our student population receive instruction through these intensive interventions. *See the table below for examples. See table below for examples, and see section Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum for information about tiered SEL and behavioral interventions.*



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MTSS Examples, Resources, and Strategies

Please note that this table provides MTSS examples at HVMCPS, but it is a partial list of all tiered supports or strategies.

	Tier 1	Tier 2	Tier 3
Academics	<ul style="list-style-type: none"> Curriculum Tracking Curriculum Resources (e.g. Montessori Reading Acceleration Pathways, Montessori Math Planning Book, National Center for Montessori in the Public Sector (NCMPS) Curriculum to Standards Alignment Tool, etc..) Universal screener and benchmark data (e.g. Star Math, DIBELS, Zearn, etc.) Whole group, small group, and individual instruction Differentiated instruction Data analysis to identify tiered instruction needs 	<ul style="list-style-type: none"> Small group interventions both in and out of the classroom Tailored and individualized activities, both embedded into the core curriculum and provided during intervention blocks (e.g., resources provided by Orton-Gillingham, Barton, Wilson, Cloud Nine Math, RACES paragraph writing strategy.) Additional modeling, checks for understanding, progress monitoring, corrective feedback, and a series of supports and scaffolds Title I Reading and Math intervention for students who have been identified and need extra support and explicit instruction. RTI Kindergarten 	<ul style="list-style-type: none"> Individual intervention both in and out of the classroom SST referral Data analysis to identify tiered instruction needs such as the DAR and the TOMA.



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		program for students who need some additional support in physical and occupational therapy, speech, or academics.	
Social and Emotional	<ul style="list-style-type: none"> • Culturally responsive environments • Positive youth development strategies • Building a sense of community • Embedding SEL instruction into academic learning • Positive relationships 	<ul style="list-style-type: none"> • Small group pull-out sessions with support staff, social workers, or counselors • Small group coaching in specific skills • Check-in and check-out systems • Life Space Crisis Intervention (LSCI) used to process stressful incidents 	<ul style="list-style-type: none"> • One-on-one counseling • Intensive individualized SEL instruction • Mental health services • Multi-agency collaboration • SST referral • LSCI used to de-escalate dysregulated behavior and process stressful incidents.
Behavioral	<ul style="list-style-type: none"> • Universal, schoolwide rules based on a Code of Conduct • Classroom agreements • Tiered Behavior Response protocols • Proactive and restorative approach to discipline • Positive teacher language: reminders, redirection • Positive behaviors are explicitly taught and reinforced 	<ul style="list-style-type: none"> • Classroom-based behavior systems • Classroom management • Student behavior plans • Problem-solving with students and parents • Use of responsive classroom practices • Check-in and check-out systems • Life Space Crisis Intervention (LSCI) used to process 	<ul style="list-style-type: none"> • Individualized behavior plans and incentive contracts • Counseling • SST referral • LSCI used to de-escalate dysregulated behavior and process stressful incidents. • Alternative placements



		stressful incidents.	
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Intervention Process for Students Experiencing Difficulty²

In the tiered model, data collection and review systems are used to identify, as early as possible, students needing additional support in mastering key academic and non-academic concepts and skills. Once students are identified as being at-risk of not meeting grade-level expectations, they are provided with targeted, short-term interventions. This quick response will allow students to learn the essential skills all successful learners must acquire to access the core curriculum fully.

Gather Available Information & Identify Student Strengths and Areas for Support

- Review students' educational history
- Consult with students, parents, and other professionals
- Consider the cultural and linguistic background of the student
- Conduct observation of students in multiple environments
- Assess students' performance in different content areas
- Review students' work habits

Identify & Implement Strategies

- Accommodations to the Montessori curriculum
- Accommodations in teaching strategies, learning environment, or instructional materials

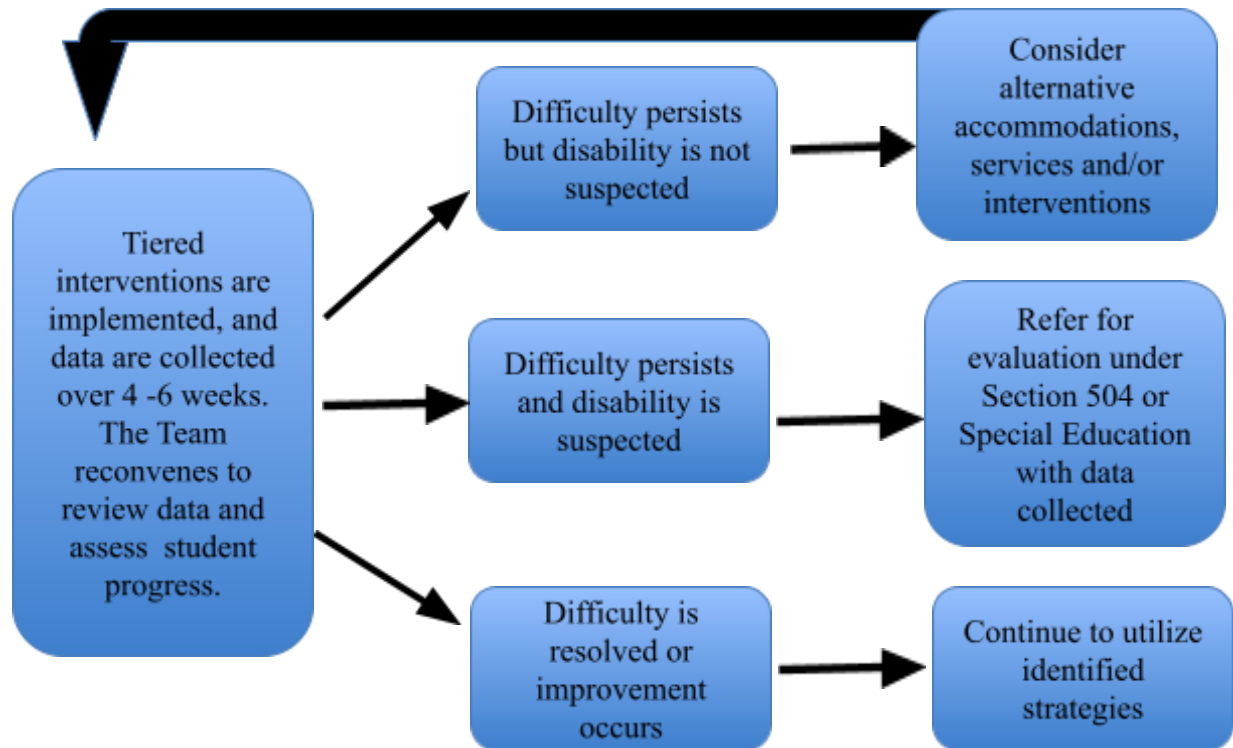
² The law requires that no instructional support program or any other intervention limit the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parent consent to evaluate, the evaluation information from the instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education or accommodations under Section 504—keeping in mind that there are different eligibility criteria for these two processes.



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- Use of instructional support services, consultative services, and student support programs

Monitor Student Progress



Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum

Below is a list of accommodations that support access to the Montessori curriculum. This list is not intended to be exhaustive but rather illustrative.

Attentional Strategies

- Change activities frequently to accommodate diverse learners
- Limit teacher talk time
- Plan varied activities during class periods, including at least one that allows for movement.



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- Give directions and information in small chunks.
- Establish relevance and purpose for learning by relating to previous experiences
- Seat student close to teacher
- Increase space between tables
- Use proximity to redirect the student attention
- Use agreed-upon cues to redirect student attention
- Make frequent checks for assignment progress/completion
- Give advance warning of when a transition is going to take place
- Provide an overview of the lesson before beginning
- Use timers

Behavioral Strategies

- Create clear, consistent behavioral agreements with all students
- Recognize desired behaviors
- Provide students with choices
- Avoid power struggles
- Change seating
- Develop behavior plans
- Frequent positive 2-way communication with parents
- Allow students to access identified support staff when needed
- Incorporate stress-release activities into class
- Establish Peace Corner in all learning spaces
- Train teachers in Life Space Crisis Intervention
- Facilitate restorative conversations with students
- Speak privately to students about inappropriate behavior

Executive Functioning Strategies

- **For Teaching**
 - Give step-by-step directions and have students repeat them back
 - Use observation to identify specific skills student is missing to complete task
 - Say to the student, “This is important because...”
 - Have a consistent daily routine
 - Review previous skills before teaching new ones
 - Frequent checks for understanding (for content, directions etc.)
 - Frequent progress reporting and feedback to students



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- Utilize transition cues
- **For the Classroom**
 - Post an agenda for the lesson, as well as goals/ objectives
 - Read aloud lesson agenda for students
 - Post a list of routines and daily schedule
 - Read aloud daily schedules to start the day/class period
 - Read directions aloud and present visually when able
 - Be clear and concise with directions
 - Highlight keywords and phrases on printed worksheets or projected documents.
 - Number/order steps for task completion
 - Provide templates, models, graphic organizers
- **For Organization and Time Management**
 - Provide students with a daily checklist of tasks/ responsibilities
 - Monitor student progress through tasks
 - Use and check an agenda to record assignments
 - Chunk large assignments into smaller tasks, each with specific deadlines
 - Create checklists for complex assignments
 - Use colored folders to organize work
 - Do not grade students for neatness or penalize them for messiness
- **For Work and Test-Taking**
 - Provide students with exemplars of high-quality work and rubrics to inform student work
 - Provide students with a description of the assessment format ahead of time so students can focus on the content
 - Determine grade based on work completed. Do not penalize late or partial work by taking points off
 - Allow students to use a computer to complete long writing assignments
- **SOURCES**
 - www.understood.org
 - [Classroom Accommodations for Executive Functioning Challenges](#)



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Sensory-Motor Interventions

- **For Physical Comfort and Focus**
 - Adjust seating so feet are flat on the floor
 - Use alternative seating (wiggle chair, stand-up desk, exercise ball)
 - Attach stretchy exercise band to chair legs or table as needed
 - Allow students to utilize handheld fidgets
 - Provide muffling headphones for students sensitive to or distracted by noise.
- **For Self-Regulation and Organization**
 - Create and maintain daily class routines
 - Tell students ahead of time when anticipating a change in routine
 - Build in sensory breaks throughout the day
 - Work out a signal for when the student is overwhelmed or in need of a break
 - Create a proactive behavior plan for handling sensory triggers
- **Classwork and Testing for Teacher**
 - Reduce the need for handwriting (fill in the blanks, short answers, oral response, and extra writing time)
 - Provide quiet space to reduce distractions and overstimulation
 - Seat students away from distractions
 - Minimize the amount of visual information on a page
 - Provide ample white space for students to provide responses on paper
- **Classwork and Testing for Student**
 - Reduce visual distractions by utilizing blank pieces of paper to block out all but a few questions on the worksheet.
 - Use folders to create a privacy screen
 - Utilize pencil grips, slant board, or other types of devices when writing
 - Use technology for writing if easily fatigued

Source: [Classroom accommodations for sensory-processing challenges](#)

Social-Emotional Strategies

- Use transition cues before any changes



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- Communicate changes in routine ahead of time, whenever possible
- Establish clear routines and expectations
- Intentionally group students with appropriate peers
- Provide structured conversation prompts
- Prep students before calling on them in class
- Monitor levels of tolerance and be mindful of signs of frustration
- Utilize counselor (school adjustment or school counselor) as needed
- Provide wait time
- Provide breaks, including in-class movement breaks, as needed

Universal Strategies for Curriculum, Assessment, and Instruction

- **Lesson/ Unit Planning**
 - Draft content and language objectives to which lesson activities are aligned
 - Draft an agenda for the lesson in advance
 - Use explicit examples of concepts supported by didactic materials before teaching the concept in the abstract
 - Plan for accommodating the needs of specific students
 - Scaffold tasks as needed through the use of graphic organizers, supplemental materials, or chunking assignments into smaller components that build toward a culminating student product
- **Lesson Delivery**
 - Multimodal presentation of information
 - Utilize cooperative learning strategies when appropriate
 - Assign roles to students during group work (e.g., project manager to lead and clarify expectations, directions reader, recorder, materials gatherer, presenter, etc.)
 - Hands-on learning activities
 - Provide wait time for responding to questions or formulating thoughts for discussion.
 - Use technology-assisted instruction, when appropriate
 - Teach vocabulary intentionally and in context
 - Highlight essential concepts to be learned in the text or material through “points of interest”: highlighted key concepts that are repeated in independent practice



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- Include transition cues
 - Repeat or re-teach key concepts as needed, based on assessment data and observation
 - Relate information to the student's experiential base
 - Reduce the number of concepts presented at one time
 - Re-teach by varying the methods using repetition, simpler explanations, more examples, and modeling
 - Assign tasks at an appropriate reading level
 - Provide a consistent review of any lesson agenda before introducing new information the next day.
- **Assessment**
 - Provide exemplars of proficient work
 - Frequent checks for understanding
 - Provide study guides
 - Provide alternative assessment options (Ex: allow for oral assessment)
 - Preview test vocabulary/concepts
 - Extended time if needed
 - Administer tests in short periods
 - Break tasks into smaller units or chunks
- **Lesson Materials**
 - Minimize assignments requiring copying
 - Provide a copy of class notes
 - Use rubrics wherever possible
 - Use vocabulary/word banks
 - Allow students to obtain and report information utilizing recorders, dictation, calculators, computers, interviews, and fact sheets.
- **Classroom Routines**
 - Provide predictability by establishing classroom routines and implementing them consistently



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General Education Frameworks, Services and Structures to Support Students, Staff, and Families

Curriculum & Instructional Resources

- ELA Resources:
 - Montessori Reading Acceleration Pathway (Phonics and Science of Reading (SOR) Montessori lessons in sequence, K-3rd grade)
 - Heggerty (K-3) Phonemic/Phonological Awareness
 - NCMPS Montessori ELA Curriculum to Standards Alignment
 - Montessori ELA Curriculum
- Math Resources
 - Montessori Math Planning Book (K-6)
 - NCMPS Montessori Curriculum to Standards Alignment in Geometry and Mathematics (K-6)
 - Zearn (all grades)
 - Illustrative Math Curriculum (7-8)
 - MS Algebra (8)
 - MS Math Grade 8
 - MS PreAlgebra (7)
 - MS Math Grade 7
 - DeltaMath (7,8)

- Science Resources

NCMPS Montessori Curriculum to Standards Alignment (Grades 1-6)

- a. Science and Practical Life (K)
- b. Biology
- c. Physical Science
- d. Universe Studies

Mystery Science

Lab-based Science instruction (Grades 7-8) based on Common Core Standards and written by our staff to include:

- a. Deep knowledge of Common Core categories, including Physical Science, Earth and Space Science, Technology/Engineering, and Life Science



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- b. Hands-on activities
- c. Emphasis on the Claim-Evidence-Reasoning writing approach

- Social Studies Resources
 - NCMPS Montessori Curriculum to Standards Alignment (K-6)
 - Social Studies (K)
 - History and Political Geography (1-6)
 - Montessori Cultural Studies Curriculum (K-6)
 - Traverse Curriculum by Imagine Learning (7-8)
 - a. Aligns with Massachusetts frameworks around Massachusetts history and government
 - b. Access to primary and secondary sources
 - c. Includes Massachusetts Action Civics Project, allowing 8th-grade students to connect meaningfully with their community and put their learning into action
 - Harkness Method of discussion-based, student-led learning to deepen understanding of curricular material. Included Middle School teachers attending Exeter for Educators Conference in June 2025 to learn how to implement Harkness teaching at Phillips Exeter Academy

Support Staff

- Speech Language Pathologist (1)
- Reading interventionists (2)
- Math interventionists (2)
- School Social Worker (2)
- School Counselor (1)
- Contracted OT/PT/School Psychologist Services

Assessment (Progress Monitoring)

- DIBELS (K-8) 3 times per year
- Montessori Reading Acceleration Pathway assessments- ongoing
- Writing tasks - ongoing
- Math benchmarks 3 times per year (Star Math, 1-8, K internal assessment)
- Social Studies Assessments: Montessori scientific observation of independent follow-up work, following social studies lessons, including research projects, dioramas, and



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- student presentations (K-6); 8 research projects based on ancient civilizations per year, 3 writing assignments per year, 8-10 Harkness discussions per year (grade 7); 7 Unit tests with multiple choice questions and short answer responses per year, Action Civics project, 2 writings assignments per year, 8-10 Harkness discussion per year (grade 8)
- Science Assessments: Montessori scientific observation of independent follow-up work, following science lessons, including research projects, dioramas, and student presentations (K-6); 10 interactive notebook checks per year, 18 labs including lab write-ups per year, 3 designed projects and write-ups per year (grade 8); 9 interactive notebook checks per year, 18 labs including lab write-ups per year, 4 designed projects and write-ups per year (grade 7)

Learning Support Program

- The Learning Center (Middle School)
- Title 1 Reading Support
- Math Intervention

To Encourage Parental Involvement

Organizations

- Parent Teacher Organizations (PTO)
- Special Education Parents Advisory Council (SEPAC)
- English Learner Parents Advisory Council (ELPAC)

School-Based Events

- Back to School Meet the Teacher events (August)
- Open Houses (September)
- Hispanic Heritage Month (Sept-Oct)
- Coffee with the Counselor (Oct & Mar)
- Mystery History/Wax Museum (October)
- Trunk or Treat (October)
- Gratitude Feast (November)



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- Parent-Teacher Conferences (Nov & March)
- Parent Education Nights (Dec, Jan, Mar)
- Winter Concert (December)
- MLK Jr. Day of Service (January)
- Black History Month celebrations (February)
- Women's History Month celebrations (March)
- Art Show (April)
- Rock & Roll Bingo (April)
- Earth Day School Clean Ups (April)
- School Play (May)
- Spring Concert (May)
- Kindergarten Orientation (June)
- Graduation & Moving Up Ceremonies (June)
- Multicultural Celebrations (throughout the year)
- PTO-sponsored Family Events (throughout the year)

Communication

- [School Website](#)
- School Leader Emails
- Teacher Emails
- Classroom Newsletters
- District Report Cards
- Student Progress Reports
- [School Facebook page](#)
- Parent Surveys
- Technical Integration of Two-Way Communications (i.e. Remind, Google Classroom)

To Support Teacher Mentoring and Collaboration

- New Teacher Orientation (Prior to the start of school)
- Teacher Induction Program (Throughout the school year)
- Professional Development for all Faculty



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- Mentor Assigned to New Teachers
- Kindergarten Level Team Meetings
- Lower Elementary Team Level Meetings
- Upper Elementary Team Level Meetings
- Middle School Team Level Meetings
- Department Meetings (Special Education, Student Support)
- Collaboration and Co-Planning with Specialists
- Faculty Meetings
- Curriculum Meetings
- Montessori Coaching Meetings
- Montessori Professional Development in Collaboration with Montessori Elementary Training Collaborative (METTC) and Montessori Training Center of the Northeast (MTCNE)

Multilingual Learners

Identification of Multilingual Learners

1. All families must complete the Home Language Survey at the time of registration. All HLSs are available in English, Spanish and Portuguese. Other languages may be accessed through DESE's website as needed.
2. Home Language Surveys are shared with the ML Teacher who will identify which students need to be screened for English language services.
3. The ML Teacher will send home the Initial Parent Notification Regarding English Language Education to notify families that their child will be screened. The parent notification letter is available in English, Spanish and Portuguese. Other languages may be accessed through DESE's website as needed.
4. The ML Teacher will determine if students are eligible for English Language Development/instructional services through the MLL Program through one of two ways:
 - a. The ML Teacher will do an initial screening of students with the WIDA on-line screener or the WIDA K screener as the required assessments in Massachusetts. In particular cases, a reading assessment in a student's native language may be administered to determine literacy readiness to support instructional/placement decisions. The ML teacher will analyze these scores to determine placement.



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- b. The ML Teacher collects and reviews records from other districts if students are transferring to Hill View Montessori including the student's ACCESS score report to determine placement.
5. The ML Teacher will send home the ELE Program Placement notifying parents/guardians of their child's eligibility status immediately. The program placement letter is available in English, Spanish and Portuguese. Other languages may be accessed through DESE's website as needed.
6. The school district files the Home Language Surveys and testing results, and a copy of the program placement letter in English in the students' ML file and the student's cumulative folder. The ML Assessment intake scores are also recorded by the ML teacher digitally.
7. Data on eligible students must be entered in the state SIMS report by the ML teacher. This SIMS report can be accessed through the School Operations Administrator who will submit the final report.

Instructional Program For Multilingual Learners at HVM

1. Hill View Montessori has developed a comprehensive educational program that addresses the English Language Development (ELD) needs of its identified MLs. As an SEI district, all identified MLs receive English Language Development instruction in addition to Sheltered Content Instruction in all classes.
[SEI MA State Guidance](#)
2. Hill View Montessori employs a variety of models for providing ELD instruction that will meet the second language acquisition needs of its enrolled MLs. Instructional models include: small group or individual pull-out program for grades 6 and under; a push-in program for grades 7-8.
3. Intensity of ELD instruction matches each student's level of proficiency in English and follows the recommended instructional time by MA DESE: Newcomers ("Entering") and beginning ("Emerging") receive at least 1 class period of EL instruction per day 4-5 times per week. Early intermediate ("Developing") and intermediate ("Expanding") and advanced students ("Bridging") students receive at least 1 class period per day 4 times per week.
4. ELD teachers and classroom/content teachers collaborate regularly to provide instruction that is appropriate for MLs' respective levels of proficiency and aligned with the mainstream curriculum.



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Equitable Access and Resources

1. MLs will have access to the full school curriculum (both requirements and electives) while they are enrolled in the ELD Program in Hill View Montessori.
2. MLs will be able to participate in Specials (Art, Music, Digital Literacy, Physical Education), school activities, assemblies, sports, and special events with their peers.
3. MLs have the opportunity to participate in special programs (Title 1, Special Education, etc.) if they meet the eligibility requirements.
4. Counseling services are provided to MLs and are comparable to those available to all other students.
5. The quality of services available to MLs are comparable to those available to all other students.
6. Instructional materials for ELD instruction are comparable to those provided to all other students and teachers. All textbooks and materials adopted by the district are analyzed through a cultural lens and have been reviewed using the HQIM-NGESL review process.