



NASHOBA REGIONAL SCHOOL DISTRICT

District Curriculum Accommodation Plan (DCAP)

A Resource Guide for Administrators, Educators, Paraprofessionals, and Parents



NASHOBA REGIONAL SCHOOL DISTRICT

DISTRICT CURRICULUM ACCOMMODATION PLAN

The District Curriculum Accommodation Plan is designed to support our vision *to educate all students to their fullest potential*. This vision is further supported by our Core Value of *"enhancing the learning and teaching process to enable and inspire students to achieve their potential."* The District Curriculum Accommodation Plan is designed to provide opportunities and instruction to all students through the regular education program. The goal is to ensure that every effort has been extended on behalf of each student for the purpose of achieving his/her potential.

The District Curriculum Accommodation Plan (DCAP) is aligned with other District goals and policy documents including our Vision Statement, Core Values, District Improvement Plan, Strategic Plan, School Improvement Plans, and Professional Development Plan. The goals reflected in these documents include designing challenging learning experiences for all students, aligning state frameworks with district *Learning Expectations*, and developing an accountability system which safeguards against students progressing with unmet learning, which insures that students attain optimal academic progress.

Inherent in this vision is the expectation that natural partnerships are formed to support all students. Literacy programs, guidance and intervention services, special education programming, student accommodation plans and Section 504 plans are available depending on the circumstances, eligibility, and needs of the individual student. It is our goal to create a learning environment in which students receive the types of support and accommodations necessary to be optimally successful. These specific programs and services are designed to support and accommodate all students' needs. Any student may access accommodations included in the DCAP and in some cases a student will have a written plan outlining the specific accommodations from which he/she will benefit.

Chapter 71 Massachusetts General Laws: Section 38 ½ Q indicates:

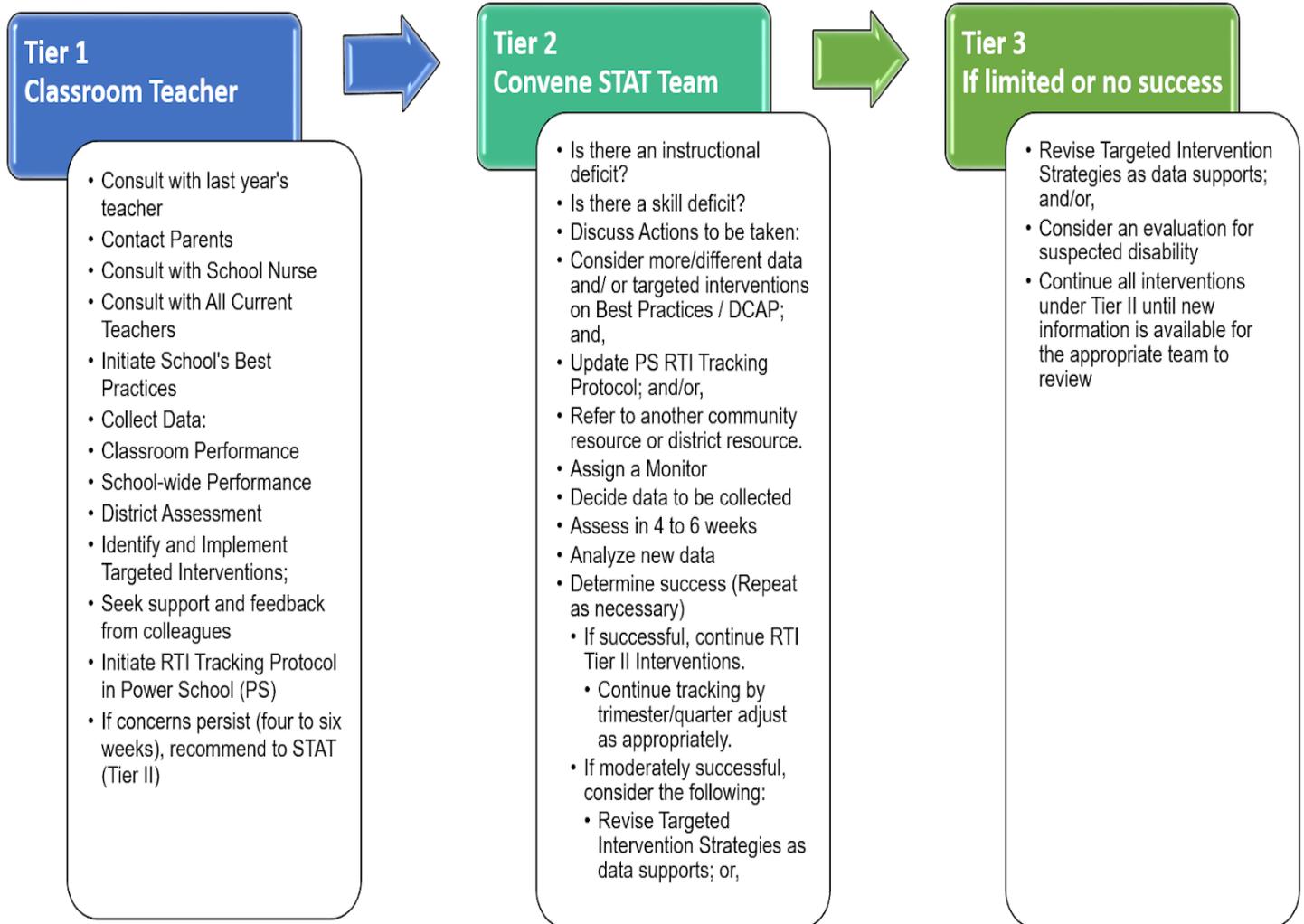
"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning 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."



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Essential Question: Do you have a concern about the student's performance, profile, or progress?

- about academic performance
- behavioral, health, social or emotional challenges





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Accommodations

Curriculum/Instruction Strategies

- Provide multimodal presentations of materials
- Identify essential questions and enduring understandings for the unit
- Identify learning objectives for a lesson
- Utilize further differentiated instruction and assignments
- Utilize peer teaching / buddy reading / study groups / peer mentor
- Model content area reading strategies
- Scaffold complex concepts and provide multiple entry points
- Provide individual / small group help in the classroom
- Vary grouping structures for different purposes
- Teach study skills and strategies
- Utilize visual and transition cues
- Provide challenging projects
- Utilize graphic organizers and calculators, when appropriate
- Utilize learning style approaches / multiple intelligence strategies
- Develop integrated curriculum projects
- Develop materials centered around student interests
- Model content area strategies
- Model meta-cognitive strategies
- Pre-teach or preview concepts
- Provide manipulatives and concrete models
- Grade performance without homework
- Provide study guides / class notes
- Create flashcards
- Utilize miscue analysis and prescriptive teaching
- Chunk concepts / tasks / assignments
- Reduce workload/homework
- Include tactile activities
- Use homework / communication logs
- Provide wait time
- Provide reference tools
- Teach note-taking and study skills
- Support oral and written responses with sentence frames
- Record directions
- Prepare student ahead of time (re reading aloud, being called on, etc.)
- Utilize instructional posters and anchor charts
- Use mnemonic strategies
- Pre-teach new curriculum vocabulary
- Rephrase questions when student struggles
- Utilize e-books, audiobooks and text-to-speech tools
- Tie material to student's personal experience



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Accommodations

Assessment Strategies

- Check for understanding frequently
- Provide rubrics / success criteria to clarify expectations
- Provide multimodal presentations of materials
- Utilize further differentiated instruction and assignments
- Utilize alternate assessments (e.g. oral)
- Provide challenging projects
- Utilize graphic organizers
- Develop integrated curriculum projects
- Use data analysis to inform instruction
- Develop projects centered around student interests
- Support oral and written responses with sentence frames
- Utilize oral tests
- Provide option to redo tests / assignments
- Provide manipulatives
- Utilize untimed / additional time tests
- Break down concepts / tasks / assignments
- Reduce workload/homework
- Use homework / communication logs
- Provide reference tools
- Teach test-taking strategies
- Teach note-taking and study skills
- Record directions
- Rephrase questions when student struggles
- Utilize text-to-speech tools



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Accommodations

Behavioral / Emotional Intervention Strategies

- Consult with interventionist, school psychologist, nurse, guidance counselor, etc.
- Utilize interventions by interventionist, school psychologist, nurse, guidance counselor, etc.
- Develop student-teacher learning contracts
- Implement Functional Behavioral Analysis/Behavior Intervention Plan
- Employ positive reinforcement/incentives/rewards
- Facilitate parent support/communication
- Provide individual / small group counseling
- Model appropriate behavior, body language, tone of voice
- Provide frequent and immediate positive feedback (verbal praise)
- Arrange preferred seating
- Utilize behavior charts
- Adjust classroom management strategies
- Incorporate stress release activities
- Have student wear earplugs
- Cue / remind student for change in behavior
- Use private reminders
- Teach decision making (e.g. rubric re “good decision making”)
- Encourage self-monitoring plans

Physical

- Arrange preferred / strategic seating
- Use visual/auditory aids
- Experiment with use of space
- Allow alternative setting for testing
- Use transition cues for space changes
- Provide movement breaks
- Remove / reduce distractions
- Allow alternate workspace
- Provide a designated study space



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Accommodations

Organizational / Structural Strategies

- Use school wide-agenda system
- Develop flexible / modified / reduced schedule
- Use flexible grouping
- Utilize team teaching
- Consult and co-plan with grade level team
- Establish clear routines
- Provide frequent progress reports
- Change teams, teachers, course
- Cross grade levels
- Develop alternative assignments
- Post homework assignments in a consistent location
- Use email reminders
- Utilize checklists (home & school)
- Utilize a timer / timeline/ calendar
- Utilize rubrics
- Allow time for organization
- Direct students/parents to specific phone/tablet apps that help with organization
- Provide deadlines
- Encourage accountability

Technology

- Provide calculators
- Utilize computing devices in classrooms or assignment of a personal device
- Make available assistive technology programs and applications
- Offer research assistance
- Utilize listening centers



NASHOBA REGIONAL SCHOOL DISTRICT

Supports

Personnel and Resources to support classroom teachers regarding intervention and accommodation strategies for individual students

- Adjustment Counselor
- Assistant Principals
- Board Certified Behavior Analysts (BCBAs)
- Career Counselor
- Clinical Psychologist
- ELL staff
- Guidance Counselors
- Interventionists
- Library/Media Staff
- Math specialists
- Occupational Therapists
- Paraprofessionals
- Parents
- Physical Therapist
- Powerschool (data management system)
- Principals
- Reading Specialists
- School Nurses
- School Psychologists
- Social Workers
- Special Education Teachers
- Speech/Language Pathologists
- Student Assistance Team (STAT)
- Volunteers



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Supports

Direct and Systematic Instruction

- Workshop-based approach to Literacy
- Early Intervention Services
- Writing samples (K-5)
- Flexible grouping
- Instruction and assessment aligned to Massachusetts Frameworks
- Instructional decision-making based on assessment data
- Literacy groups
- Curriculum maps
- Scientifically based phonics programs
- Title I services
- Wilson Reading (Up through grade five)
- Writing Rubrics

Instructional modifications and/or changes

- Computer Assisted Software
- Extended School Year Tutoring
- Google Applications
- Homework support
- School Extra Curricular and Enrichment Opportunities
- Temporary Educational Services (In Home /Hospital)
- Title 1 before/after school tutoring

Review of Local Curriculum in relation to state learning standards

- Curriculum maps
- Curriculum review cycle
- Developed Common Assessments
- District Assessments
- Grade and content area Standards and Benchmarks
- MCAS Analysis



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Supports

Teacher coaching and collaboration

- Common planning time (CPT)
- District Mentoring Induction Program for teachers new to NRSD
- District Professional Development
- ELL Training
- Grade level and department meetings
- Job-alikes
- Mentee/mentor training
- Staff and District leadership teams:
 - Calendar Committee
 - Professional Development Committee
 - Vertical Teams
- Summer curriculum projects
- Teacher selected professional development activities

Consultation on academic development, behavioral issues, issues related to student performance

- Assistant Superintendent
- Curriculum Instruction and Assessment Coordinator(s)
- Director of Pupil Personnel Services
- Early Childhood Coordinator
- Parent Teacher Organizations
- School Improvement Council
- Special Education Parent Advisory Council
- Superintendent



NASHOBA REGIONAL SCHOOL DISTRICT

Supports

Community agencies and volunteers

- Assabet Collaborative
- Community Partnership for Children
- Community service organizations
- Department of Children and Families
- Department of Mental Health
- Department of Mental Retardation
- Department of Public Health
- Department of Social Services
- Department of Transitional Services
- Juvenile Court System (Children Requesting Assistance)
- School Councils
- Volunteer programs