

Athol-Royalston Regional School District

District Curriculum Accommodation Plan

DCAP



The Athol-Royalston District Accommodation Plan is to assist school leaders and teachers in planning and providing general education services to accommodate the diverse learning needs of students.

Massachusetts General Law, Chapter 71, Section 38 Q ½

“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 education 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 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 71 B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and parental involvement.”

February 2016

Individual Student Needs

A Handbook Foreword

“A statutory requirement exists for each school district to develop a District Curriculum Accommodation Plan (DCAP). The intent of this requirement was 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.

According to section 38Q ½ of Chapter 71 of the Massachusetts General Laws, 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring, collaboration, and parental involvement.

The DCAP must be adopted by the district and individualized for each of its school buildings. The purpose of this planning is to continually strengthen and improve the general education program, for the benefit of all students.”

(Quoted from Memorandum of David Driscoll, 2/20/2001)

The DCAP is a plan that is adopted by the District, and although it does not require individual written plans, the intent is to increase the general education capacity to meet the individual needs of diverse student learners. School principals can develop a more specific CAP at the school building level. The CAP is considered an educational activity for the general education program.

The Athol Royalston Regional School District Accommodation Plan

The curriculum accommodation plan was developed to provide guidelines for helping all Athol Royalston Public School students meet Massachusetts' standards and demonstrate success on assessments. It has been prepared for principals, classroom teachers and the Student Support Teams to use as a resource. The plan is designed to assist principals in ensuring that all efforts have been made to meet students' needs in regular education and to assist regular classroom teachers 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 systematic instruction in reading, and provision of services to address the needs of children whose behavior may interfere with learning.

The purpose of this planning is to continually strengthen and improve the general education program, for the benefit of all students. Each school is working toward accommodating the needs of diverse learners in all classroom settings. This will be achieved through on-going professional development, support services through general education settings, direct and systematic instruction to all students, encouragement of teacher mentoring and collaboration, and encouragement of parental involvement in their children's

Essential Learnings

Effective Instruction for English/Language Arts and Literacy

See Massachusetts Curriculum Framework for English Language Arts and Literacy

- Anchor Standards for K-5 Reading – page 21*
- Anchor Standards for K-5 Writing – page 22*
- Anchor Standards for K-5 Speaking and Listening – page 23*
- Anchor Standards for K-5 Language – page 24*
- Anchor Standards for 6-12 Reading – page 85*
- Anchor Standards for 6-12 Writing – page 86*
- Anchor Standards for 6-12 Speaking and Listening - 87*

Classroom Practices

Classroom practices are the range of instructional practices and strategies that are employed to assist students to learn. These include, but are not limited to: time, space, modality, grouping, presentation, classroom organization and behavior management, materials, equipment, technology, and environment.

With the needs of diverse learners in mind, educators need to promote:

- 1. Student Self-Management - Use strategies designed to promote student self-management and independence. Provide consistency, structure, and clear expectations. Provide appropriate positive learning reinforcement, feedback, and recognition for student accomplishment.*
- 2. Setting for Instruction and Learning - Promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure. Provide opportunities and environments for meaningful participation of all students in instructional and social activities. Adapt physical environments to match the learning needs of students.*
- 3. Instructional Practice - Incorporate life skills, social and affective skills, and skills in self-advocacy throughout the curriculum. Choose teaching and learning methods that match the learning needs and styles of the student. Incorporate direct instruction in problem-solving and critical thinking skills, and in research and technological skills throughout the curriculum. Make sure the language of instruction effectively communicates and promotes student understanding for all students. Use methods to promote active learning, including hands-on learning, real-world and experiential learning, community-based learning, and learning involving student choice. Use learning materials, equipment, and media tailored to the unique learning needs of students. Design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and novel. Use varied and flexible grouping strategies for instructional purposes. Use flexibility in pacing of instruction, scheduling, and time-usage based on the needs of individual students. Communicate and collaborate with other teachers, specialists, students, families, and appropriate agencies in planning and implementing effective instruction.*

What are the Appropriate Assessment Practices?

Assessment practices are the accommodations and adaptations necessary for all students to adequately demonstrate knowledge and skills.

In assessing the learning of diverse learners, educators need to:

- 1. Allow for a variety of assessments that evaluate what is being taught. These assessments may include: exhibitions, portfolios, daily work, observations, self and peer evaluations, demonstrations and projects, oral tests, cooperative group assessments, and family, community, and employee evaluations/observations.*
- 2. Ensure that the language used in assessment is consistent with the language used during instruction. When assessing, always consider the student's culture/preferred language, clarity of directions, verbal and nonverbal options (e.g., sign language).*
- 3. Consider the student's unique needs when determining the content of the assessment.*
- 4. Identify the skills or content to be assessed and ensure that assessments test only the content taught*
- 5. Design assessments to determine what the student knows as opposed to what the student does not know*
- 6. Utilize student's prior knowledge to determine instruction and subsequent assessments*
- 7. Identify individual learning styles and design assessments to elicit a variety of thinking and application skills*
- 8. Design assessment procedures and accommodations to meet individual student needs.*
- 9. Assess in student's primary communication mode (i.e., Braille, sign language, picture board, etc.) Utilize a variety of people (i.e., family, peers, employers, other professionals, etc.) in the assessment process. Utilize technology for presentation of assessment and student response.*
- 10. Allow flexibility in the time and scheduling of assessments. Allow extended time. Allow the student to take breaks. Divide assessment into smaller segments. Schedule assessment when student can perform best. Utilize untimed assessments.*
- 11. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose an environment that fits best. Consider student's physical condition, endurance, emotional state, attention span and distractibility, medical condition, etc., at time of assessment. Control for distractions. Create supportive settings that encourage student participation. Use preferential seating. Use real life settings and other alternative environments.*
- 12. Consider the evaluation criteria that will be utilized when designing assessments and set the criteria prior to assessment. Involve others in determining the realistic expectations and goals for the student. Provide family and others the opportunity to assist in interpreting assessment*

results, make expectations and criteria clear and explicit. Provide a variety of grading methods, including: individual grading scale, narrative reports, and group performance grades.

Service Options

Service Options implies systems of organizing people and materials to supply and deliver educational opportunities, accommodations and supports in order for all students to be successful learners.

For students to have adequate opportunities to learn, schools will:

- 1. Involve families, community members, and peers in the design and implementation of educational services for all children and youth*
- 2. Use shared and flexible resources, including personnel, fiscal, facility, program, time, and administrative process to meet student's needs and offer appropriate services by providers with specific expertise*
- 3. Offer curriculum and instruction that is diversified through a variety of modifications using alternative scheduling, accessibility, optimal learning environments, grouping, accommodation of multiple learning styles, setting appropriate expectations, student-teacher ratios, and using a variety of instructional techniques*
- 4. Support collaborative planning with individual students, teachers, support staff, team members, family members, the community, and other agencies with the management of time and resources*
- 5. Design support services for students to help them with life management including safety, health, wellness, social relationships, and learning*
- 6. Assure students the opportunity to plan and prepare for successful life adjustment after high school including career development, community involvement, post-secondary education, recreation and leisure choices, and daily living activities*
- 7. Maximize the use of technology as a tool for learning*
- 8. Provide information regarding educational opportunities to students, families, and school personnel for continuous improvement of services to students*
- 9. Offer support services to assist students in managing behavior, expressing needs, developing friendships, resolving conflicts, and making choices and planning their lives*

Resources

Elementary Resources

Reading Specialist

Title 1 Support

English Language Learners (ELL) Teacher

Nurse

Child Study Team

Social Worker

Psychologist/Guidance

Grade Level Team Leaders

Literacy and Math Coach

Curriculum Director

Middle School Resources

Team Structure

Reading Teacher

After school help in all disciplines

Intervention block

English Language Learners (ELL) Teacher

Child Study Team

Guidance Counselors

Psychologist

Nurse

Curriculum Director

High School Resources

English Language Learners (ELL) Teacher

After school help in all disciplines

Advisory program

Guidance Counselors

Child Study Team

Social Worker

Psychologist

Nurse

Curriculum Director

CLASSROOM ACCOMMODATIONS

General Education provides a rich educational experience for all students. Athol/Royalston Regional School District is committed to developing the general education classroom so that all students can find success in that learning environment. ARRSD endeavors to make the general education classroom an appropriate placement for all students. The following is a list of possible strategies that may be employed to reach that goal.

Curriculum/Instruction/Assessment Strategies

ACCOMMODATION / MODIFICATION / INTERVENTION
Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Provide alternate assessment options
Repeat or re-teach concepts
Offer peer teaching/group activities
Model content area reading strategies
Provide individual help in the classroom
Include study skills strategy instruction
Utilize transition cues
Develop teacher-student contacts
Incorporate incentives/rewards
Utilize technology/computer assisted instruction
Provide challenge projects
Offer oral/untimed/extended time testing
Utilize multiple intelligence/learning style approaches
Model use of graphic organizers
Develop integrated curriculum projects
Incorporate appropriate instructional software
Provide calculators
Offer research assistance
Use of computers
Audiobooks/e-books
Utilize listening centers
Allow oral testing
Provide manipulatives
Vary teaching strategies
Identify student's learning style

Provide visual clues
Include tactile activities
Provide wait time
Provide reference tools
Share teacher/peer notes
Reduce workload

Arrange small group instruction
Develop/implement academic contracts with students
Utilize homework logs/agendas as appropriate
Development/implementation of Educational Proficiency Plan (EPP)
Highlight main ideas and supporting details in the book
Provide copied material for extra practice (i.e. outlines, study guides)
Ask student to repeat/paraphrase context to check understanding
Simplify/repeat instructions about in-class and homework assignments
Vary instructional pace
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, spell check
Vary kind(s) of instructional materials used
Introduce definition of new terms/vocabulary and review to check for understanding
Limit amount of material presented on a single page
Provide a sample or practice test
Provide tests in segments so that student hands in one segment before receiving the next part
Allow student to highlight/color-code assessments
Break down assignments into manageable parts with clear/simple directions, given one at a time
Provide check lists for tasks and/or editing
Allow access to word processing
Allow access to calculator
Provide written directions in addition to oral directions
Provide notes for student review ahead of lesson
Provide student with a means of catching up on missed lessons
Provide models and exemplars
Individual reference sheets for problem solving

Behavioral Intervention / Physical Strategies

ACCOMMODATION / MODIFICATION / INTERVENTION
Positive behavior intervention strategies
Classroom interventions by counseling staff/team
Extra time for reading/writing
Frequent teacher check ins
Arrange seating accommodations – preferred seating
Develop student-teacher contacts
Develop/implement behavioral plans
Include positive reinforcement/incentives/rewards
Utilize charts and graphs to monitor expectations
Adjust classroom management strategies
Facilitate parent support/communication
Consult with school psychologist, social worker, special needs staff
Individual and small group counseling
Incorporate stress-release activities
Use visual/auditory aids
Change levels
Use contract learning
Cross grade levels
Develop alternate assignments and assessments
Provide a mentor
Provide rewards
Adjust classroom management
Use simple corrective measures
Provide on-going positive reinforcement
Make separate "space" for different types of tasks
Provide easy access to supplies
Adapt environment to avoid distractions
Utilize logical consequences
Post rules and consequences for classroom behavior
Reinforce self-monitoring and self-recording of behaviors
Use simple, concise instructions with concrete steps
Establish a nonverbal cue between teacher and student for behavior monitoring
Assign chores/duties around room/school

Reinforce appropriate behavior
Use a timer to assist student to focus on given task

Provide a checklist for student, parents, and/or teacher to record assignments or completed tasks
Have student restate or write directions/instructions
Give student opportunity to stand/move while working
Grade for content integrity, not just neatness and/or presentation
Determine trigger points and prevent action leading to trigger points
Provide for socialization opportunities
Have strategies in place for unpredictable mood swings
Home/school communication

Organizational Strategies

ACCOMMODATION / MODIFICATION / INTERVENTION
Utilize flexible grouping
Utilize contract learning
Provide ongoing home/school communication
Cooperative teaching
Consult and co-planning by grade level teams
Experiment with a flexible schedule
Rotate the student's schedule
Reduce the student's schedule
Invite parental assistance
Model/reinforce organizational systems (i.e. color-coding)
Check student's recording of assignments
Set time expectations for assignments
Provide clues (e.g. clock faces) indicating beginning and ending times

Intervention/Remedial/Challenge

ACCOMMODATION / MODIFICATION / INTERVENTION
Provide test taking strategies and practice
Develop study skills strategies
Consult with professional colleagues
Provide after school help/support
Utilize peer buddy tutoring systems

Schedule counsel or meetings
Utilize study groups
Provide assistance with note taking
Provide ongoing home/school communication

DCAP CHECKLIST
(Process that would lead to CST prereferral process)

- () Concern about student's educational progress
- () Student failing to meet grade level expectations
or
Student is exhibiting social, medical, or behavioral difficulties
or
Student received a warning designation on MCAS
- () Teacher has consulted with student's former teachers
- () Teacher has contacted parent(s) for input
- () Teacher has attempted various accommodations/interventions and instructional strategies
- () Teacher has reviewed available assessment results
- () Teacher has documented concerns with samples of student work, anecdotal notes and provides examples of strategies/interventions attempted that were unsuccessful.
- () CST reviews attempted strategies/interventions and develops a plan
- () Parent/teacher conference held to outline plan
- () CST reconvenes within 6 weeks to review plan

DCAP Meeting Notes

Student

DOB:

Grade:

Meeting Date:

Attendance:

Discussion and Concerns:

Status at the conclusion of the meeting:

Next steps:

District Accommodation Plan (DCAP) pre K-6 students

Student Name:

Grade:

School:

<p>Assessment</p> <ul style="list-style-type: none">○ Allow extra time if needed○ Provide alternate forms of assessment○ Provide reference tools○ Use alternative setting for assessments○ Other- specify	<p>Instructional</p> <ul style="list-style-type: none">○ Work with a buddy○ Change of formatting of work○ Highlight critical material○ Provide choice of activities○ Provide copies of notes○ Provide copies from interactive whiteboard○ Provide study guide for tests○ Provide partial notes○ Provide word bank○ Provide scribe or opportunities to dictate to teacher or computer○ Provide additional wait time○ Provide graphic organizer/templates○ Break Assignments into parts○ Other- specify
<p>Assistive Technology</p> <ul style="list-style-type: none">○ Allow access to computer/keyboard○ Allow access to assistive technology tools- high lighter, slant boards, wiggle cushions, fidget tools, whisper phones, other○ Access software○ Provide calculator/multiplication chart○ Provide recorded lessons○ Use books on tape○ Use of assistive technology-spell check or other○ Other- specify	<p>Organizational</p> <ul style="list-style-type: none">○ Allow additional time for organizing materials○ Provide organizational structures-bins, folders, agendas,...○ Break Tasks into smaller parts○ Provide homework book or log○ Email assignments and/or tests to guardian○ Sign agenda or homework logs○ Provide visual schedules○ Provide checklist○ Provide copy of agenda/homework from board or chart

	<ul style="list-style-type: none"> ○ Other-specify
<p>Behavioral/Social Emotional</p> <ul style="list-style-type: none"> ○ Access guidance counselor ○ Access consultation with BCBA ○ Access social skills group ○ Allow frequent breaks ○ Access to cool down zone in classroom or school ○ Access sticker charts/ positive behavior support charts, rewards, incentives ○ Provide Behavioral plan/contract ○ Teach self-monitoring techniques ○ Provide fidget tools ○ Provide Transitional Cues ○ Other-specify 	<p>Physical/Structural</p> <ul style="list-style-type: none"> ○ Allow for sensory/movement break ○ Allow for options in learning positions- standing, ball seat, wiggle cushion,... ○ Define work/play area in classroom ○ Provide preferential seating ○ Reduce/minimize distractions ○ Use study carrel ○ Use physical or auditory aids (headset...) ○ Use pencil grip, specialty writing utensils, slant board ○ Other-specify
<p>Health/Medical</p> <ul style="list-style-type: none"> ○ Access to Nurse's office and bathroom ○ Allow to leave class 2-3 minutes early ○ Permission to carry water bottle ○ Permission for snack as needed ○ Provide 2nd set of books or materials ○ Student escort ○ Use of elevator ○ Allow to wear a hat/hood ○ Allow to chew gum ○ Allow use of oral chew toys ○ Use of structured bathroom breaks ○ Other-specify 	<p>Please check off those accommodations which are determined to be necessary for the student to access the general education instruction.</p>

Additional information:

Staff Signatures	Date