King Philip Regional School District
District Curriculum Accommodation Plan (DCAP)

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DISTRICT CURRICULUM ACCOMMODATION PLAN

King Philip Regional School District: Vision

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

King Philip Regional School District: Mission

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

King Philip Regional School District: Guiding Belief

We believe that students have the potential to achieve all of their aspirations when they are in an environment that does not marginalize them.

Imagine an environment where every student has a champion, a voice, and the supports needed to overcome their challenges and achieve their aspirations.

WHAT IS THE GOAL OF THE DCAP?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators and staff in ensuring that all possible efforts are made to meet the needs of all students in the general education setting. The DCAP is aimed at assisting staff in providing differentiated learning experiences to ensure that students can improve learning through the use of various teaching modalities. The DCAP guidance document describes the accommodations, instructional supports, and interventions that are provided for students who are experiencing difficulty mastering content.

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 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 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 and collaboration and parental involvement."

School Councils and District Accommodation Plan, Ch. 71 Section 59C -Amended Language

"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall 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."

How does the DCAP help teacher instruction and practices, students, and parents?

The DCAP is a great resource of accommodations that can be provided to all students in the general education classroom. It is expected that across content areas and grade levels, students will need various levels of support. Needing accommodations does not mean a student is at-risk in their learning; all individuals vary in their needs based on content, age, development, social/emotional wellbeing, external factors, and more. The DCAP can be a reference and resource to school staff, as well as a resource for parents to see the wide range of supports that their students can receive within the general education setting, and clarifying the difference between regular accommodations that can be provided to students and those more significant accommodations and modifications that require an IEP or 504 plan.

How do students gain access to the supports, interventions, and accommodations noted within the DCAP?

Based on the content and/or situation all staff may provide accommodations and/or differentiated instruction to students on an as-needed basis. While the DCAP lists best practices from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs. It is the expectation that all staff will use their professional judgment in determining what accommodations if any, are necessary to support an individual student.

Building based Student Support Teams meet on a regular basis and provide general education teachers the opportunity to work together to identify accommodations and interventions designed to meet the needs of students. Consultation with specialists who can provide important information and expertise to the general education teacher is a common part of the building based support team meetings. These support teams use a problem-solving process to discuss specific students who encounter learning and behavioral challenges, analyze the potential reasons for the challenge, develop and implement a plan to overcome the challenge, and monitor progress. Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Parent/Guardian communication is an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of a referral to these support teams

WHAT ARE ACCOMMODATIONS?

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be thought of as the best educational practices. Accommodations typically fall under four key categories;

Setting (location)
Examples include; small groups, preferential seating, quiet location, etc.

Presentation (how the teacher shares information)
Examples include; visuals provided for verbal information, preview/repeat, provide models, etc.

Timing (any consideration of time within the learning)
Examples include; time of day, length of time, extended time for assignments, "chunking" into smaller parts, planning for time with the student, etc.

Response (How the student response back to show understanding)
Examples include the use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do **NOT** change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or "specially designed instruction" and those are only appropriate for students on an Individualized Education Program (IEP.)

Accommodations to Assist Students in Accessing the Core Curriculum

This list of accommodations is designed to help support teachers in the instruction of ALL students who are experiencing challenges in the regular education classroom. Please review this information and employ these strategies where appropriate.

Organizational Strategies

- Establish clear routines
- Use time management tools, e.g., daily planner, assignment sheet, calendar, timers, and agendas
- Clearly posted homework assignments; encourage use of agendas, technology to record homework, etc.
- Allow students to access electronic homework lists (pictures, Google Doc, website, etc.)
- Clear and consistent instructions and expectations
- Instructions provided through multiple modalities (visually, verbally, pictorial, etc.)
- Break assignments into small, clear steps
- Number/order steps for task completion
- Provide templates/graphic organizers and models (exemplars)
- Provide due dates for separate steps (chunking)
- Tools to support teacher/student communication such as weekly progress reports, classroom/department website, Google Classroom, apps, etc.
- Specific identified location for turning in assignments, getting materials, etc.
- Support/Guide notebook organization

Instructional Strategies

- Multimodal presentation of information
- Include transition cues
- Provide wait time for responding to questions or formulation discussion thoughts
- Use technology to assist instruction such as PowerPoint, Google Classroom, teacher notes, Kahoot, etc.
- Provide access to class notes; teacher, peer, electronic version, Google Classroom, etc.
- Provide models or examples of end products and templates
- Preview, repeat or re-teach key concepts
- When reviewing or re-teaching vary methods using repetition, simpler explanations, more examples, and modeling
- Check for understanding frequently
- Clarify questions and directions
- Use "think aloud" and other metacognitive strategies
- Build background knowledge within lessons
- Teach new vocabulary/review previously taught vocabulary
- Provide an overview of the lesson before beginning
- Use concrete examples of concepts before teaching the abstract
- Reduce the number of new concepts presented at one time

Instructional Strategies

- Monitor the rate at which material is presented
- Vary instructional groupings throughout the lesson (whole class, small group, partner, individual)
- Build into lesson opportunities for students to process new information (written, peer discussion, etc.)
- Monitor student's comprehension of language used during instruction
- Utilize peer helpers to support understanding of directions and offer collaborative work production
- Scaffold complex concepts and provide leveled problems for multiple entry points
- Differentiate instruction
- Study guides: provide if available, provide student assistance with a review, assist with making study guides, etc.
- Teach study skill strategies
- Provide a variety of ways to respond: oral, choral, student whiteboards, concrete models, pictures, etc.

Assignment and Assessment Strategies

- Preview test vocabulary/concepts
- Allow for extended time, if the student has been working productively or professionally determined by teacher
- For assessments provide one page at a time
- Use of alternative setting for assessments
- Administer test in short periods
- Provide examples of proficient work
- Provide a quiet testing environment
- Clarify test direction
- Differentiate assessments (ex: different versions of a test, allow for oral/written assessment)
- Provide rubrics / success criteria to clarify expectations
- Allow for alternate modes of oral presentations (i.e. to a select group of peers, video tape the presentation, etc.)
- Teach test-taking and study strategies and provide practice
- Provide timely and specific feedback about student performance
- Provide a variety of question types
- Utilize pretest data
- Use vocabulary/word banks
- Break tasks into smaller units or chunks
- Use of rubrics to provide clear expectations for student output
- Minimize assignments requiring copying
- Review expectations for homework
- Assign tasks and assignments at an appropriate reading level
- Differentiate assignments (ex.Fill-in-the-blank, sentence starters, multiple choice, etc.)
- Include a portfolio system for collecting student work samples and assessing progress over time

Literacy Strategies

- Provide alternative vocabulary to often "overused" words (word lists, thesauruses)
- Instruct the use of and provide access to graphic organizers
- Keep good models and samples of written work visible for reference
- Writing topics should be relevant to the curriculum covered within the unit.
- Provide authentic correspondence activities to encourage and motivate reluctant writers
- Provide resources/visuals to enforce proper use of mechanics
- Use of pre-reading strategies (class discussions, brainstorm, predictions, clarify the purpose for reading text, create story outline or overview)
- Teach comprehension and word attack strategies explicitly and utilize visual aids to reinforce their use
- Support students in connecting reading to other readings, personal experiences, or real-world topics.
- Allow for multiple methods to show comprehension (writing, orally, visual, etc.)
- Teach the use of text features to support reading comprehension (pictures, graphics, tables, etc.
- Teacher read-aloud/think-aloud to model fluency and internal thought processes for comprehension and inferencing
- Partner and individual reading opportunities

Math Strategies

- Allow students to use calculator, number lines, and/or, multiplication table
- Allow students to use reference sheets when appropriate
- Access to hands-on manipulatives during classwork and assessments
- Teach problem-solving strategies and encourage their use (including look for a pattern, construct a table, make an organized list, act it out, draw a picture, use manipulatives, guess and check, work backward, write an equation, solve a simpler/similar problem first, make a model, and eliminate possibilities)
- Relate instruction/concepts to real-world application
- Utilize cooperative groups to enhance math conversation
- Provide sample problems
- Remove individual pages from consumable books
- Reduce the number of similar problems assigned
- Access to graph paper or lined paper held vertically
- Fill in the blank notes
- Reduce the amount of language
- Provide vocabulary word and picture
- Reduce the number of problems

Writing Strategies
● Accessibility of tools, exemplars, and models ● The frequent revisiting of skills ● Use of familiar formats/structures and graphic organizers ● Exposure of strong models, anchor text, anchor charts ● Strategy resource list ● Direct instruction of writing process/formula ● Direct instruction of editing skills ● The frequent revisiting of one piece of work to improve and edit rather than many different writing pieces ● Teacher think-aloud of metacognition (explain your thinking as you write or read) ● Graphic Organizers ● Use of technology, computer or iPad ● Fill in the blank paragraph ● Provide a checklist of writing mechanics

Fine Motor/Visual Motor Integration Strategies
● Reduce the amount of copying from text and board, provide copies of notes ● Set realistic and mutually agreed upon expectations for neatness ● Let student type, record, or give answers orally instead of writing ● Avoid pressures of speed and accuracy ● Provide guide letters, words, or sentences for students to trace/copy for practice ● Use larger-spaced, larger-lined paper ● Increase white space or provide graph paper for math work ● Use of a slant board (can use a binder) ● Pencil Grip ● Scribe for medical needs

Visual Processing Strategies
- Keep written assignments and workspace free from extraneous and/or irrelevant distractions   - Go over the visual task with the student and make sure the student has a clear understanding of all parts of the assignment from the beginning   - Provide students one page to complete at a time rather than a comprehensive packet of papers   - Limit the student copying lengthy writing from the board and provide access to teacher/peer notes   - Avoid crowded, cluttered worksheets and testing materials by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining   - Encourage the student to use an index card or other place-keeper when reading

Language Processing Strategies
- Give written/pictorial directions to supplement verbal directions   - Slow the rate of presentations   - Paraphrase information   - Keep statements short and to the point, one-step directions   - Avoid the use of abstract language such as metaphors, idioms, and puns   - Keep sentence structures simple   - Encourage feedback from student to check for understanding, ask the student to repeat back directions   - Familiarize the student with new vocabulary before beginning the lesson   - Reduce the amount of extraneous noise   - Gain student's attention before expressing key points   - Ensure the readability levels of the textbooks are commensurate with the student's language level   - Utilize visual aids such as charts, graphics, and graphs   - Utilize manipulative, hands-on activities whenever possible   - Cue students by calling their names before asking questions   - Provide choices for student responses rather than open-ended questioning   - Make them aware they will be called on and provide an opportunity to listen to other student responses first

Social/Emotional Strategies
- Allow the student to see counselor/support staff when needed   - Monitor levels of tolerance and be mindful of signs of frustration, anxiety, shutting down   - Communicate changes in routine (schedule and staff) ahead of time, when possible   - Thoughtfully group students with appropriate peers   - Allow for alternate modes of oral presentations (i.e. to a select group of peers, video tape the presentation, etc.)   - Structured conversation prompts   - Prep students prior to calling on them in class   - Approach students with "How can I help?" rather than making assumptions about what they need   - De-escalation check-out (let student cool down, then connect with them after they've had a problem)   - Use "I notice…" statements   - Use token systems for preferred activities or time away from academic tasks   - Use of peer models   - Pre-teaching social cues and expected social behaviors   - Empower strong social students to communicate to those that have a higher level of need in the area, teach stronger peers how to speak up respectfully   - Use of social stories

Behavioral Strategies
- Define clear expectations and consistently enforce them   - Explicitly teach expected behaviors, routines, and procedures of the classroom   - Use literature connections to teach and review expected behaviors   - Follow the building based support team protocol and/or consultation with BCBA.   - With BCBA support, create a behavior plan/contract with students, collaborate with the student to determine contract requirements, and use positive incentives for completion   - Create behavioral expectations as a class/school and post visuals   - Preferential Seating (close to instruction, away from distraction, etc.)   - Provide incentives (individual or class-wide)   - Frequent communication with parents   - Avoid the use of confrontational techniques/Avoid power struggles   - Check-in/Check-out with an identified staff member   - Teacher movement/circulate around the learning space   - Incorporate breaks (movement, sensory, task demand, etc.)   - Identifying a familiar adult/space where the child can go to cool down or designate a "cooling off" location within the classroom   - Use prevention strategies when responding to patterns of behavior   - Withhold attention or responses to minor attention-seeking behaviors   - Respect the privacy of individual students (speak privately, without an audience of peers to the student about inappropriate behavior)

Motivational Strategies
- Determine student interests and learning styles and then design flexible activities accordingly   - When the majority of answers are incorrect, highlight those that are right, instead of those that are wrong.   - Provide the student with formative feedback within the classroom   - Identifying a familiar adult/space where the child can go to act as a "helper"   - Provide the student with choices   - Praise expected behavior   - Give an individualized cue to begin work for reluctant starters   - Check on progress in the first few minutes of work   - Provide time suggestions for task completion

Attentional Strategies
- Ask students to repeat directions or explain directions in their own words   - Change activities frequently to accommodate short attention spans   - When lecturing, talk for no more than ten to fifteen minutes and then have a student-directed activity/brain break and check for understanding   - Plan varied activities during the class period including at least one that allows for movement   - Give directions and information verbally, written, and visually   - Establish relevance and purpose for learning by relating to previous experiences (activate prior knowledge)   - Gain student's attention before expressing key points   - Use preferential seating (consider individual child preference for optimal learning, such as close to the teacher, away from distractions, standing, etc.)   - Help keep the student work area free of unnecessary materials   - Make frequent checks for understanding and assignment progress/completion   - Give advance warning of when a transition is going to take place, give students a role/job during transitions   - Prioritize assignments and/or steps to completing the assignment for the student   - Break larger assignments into smaller steps with teacher check-ins or intermediate breaks   - Use physical proximity and nonverbal cues to help student refocus   - Preview and review key concepts of the lesson   - Provide positive feedback   - Access to fidgets, sensory tools, seat cushions, etc.   - Checklists for task completion   - Support notebook, desk, student learning space organization   - Use visual timers   - Identify with student appropriate stopping places during independent work   - Access to alternative work areas (an individual desk away from distractions, etc.)   - Provide access to class notes; teacher, peer, electronic version, Google Classroom, etc.

STUDENT SUPPORT PERSONNEL: Providing Consultation/Support/Intervention in the General Education Setting

ASSISTIVE TECHNOLOGY SPECIALIST

The Assistive Technology specialist supports students with assistive technology needs. The specialist conducts district evaluations and is available to conduct training for staff.

DEPARTMENT HEADS

The Department Chairs support the teachers and the administration in achieving the vision and goals of the school. Along with teaching, department chairs supervise and evaluate faculty in their respective department, and support teachers regarding student concerns.

CURRICULUM TEAM LEADERS

The Curriculum Team Leaders contribute to the improvement of instruction in the school through the structures they create for teachers to learn together and from one another. The Curriculum Team Leader also serves as a liaison between teachers and the school leadership so that school-level decisions are informed by ongoing, two-way communication between teachers and other school leaders.

DISTRICT BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

Behavior Specialists are responsible for behavior consultation and interventions with students, and management strategies for teachers. They are also responsible for Functional Behavior Assessments (FBA's).

ENGLISH AS A SECOND LANGUAGE TEACHERS

ELL teachers provide direct services for identified English Language Learners (ELL).

SCHOOL COUNSELORS

The Guidance Counselors work closely with students, parents, and school staff in manners related to academics, social-emotional supports, and work with students to achieve their post-high school goals.

LIBRARY SUPPORT STAFF

The library support staff consult with teachers regarding resources and provide resources for student enrichment and research.

NURSES

The Nurses provide consultation to staff, communication and consultation with parents, direct service to individual students and staff, as well as vision, hearing, and BMI screenings.

SCHOOL PSYCHOLOGISTS

The Licensed School Psychologists administer psychological and academic testing as part of the special education and 504 process. They collaborate with students, parents, and staff to develop and implement appropriate interventions for students.

SCHOOL ADJUSTMENT COUNSELORS

The School Adjustment Counselors provide individual and group counseling related to school matters, conduct crisis assessments, teach social skills groups and serve as a liaison between the school district, parents, and other agencies involved with students.

SPECIAL EDUCATION TEACHER

The main role of the special education teacher is to provide instruction and support which facilitates the participation of students with disabilities in the regular classroom.

SPEECH/LANGUAGE PATHOLOGISTS AND OCCUPATIONAL THERAPISTS

The district employs a team of licensed and certified speech/language pathologists, occupational therapists, and physical therapists. These professionals provide direct services to students and are available for teacher consultation and informal screenings.

TEACHER ASSISTANT

The Paraprofessionals assist teachers by performing a variety of tasks that promote student learning and well-being. Their responsibilities include working with students individually and in small groups, reinforcing instructions, motivating learning, and assisting with classroom management.

PRINCIPAL AND ASSISTANT PRINCIPAL

The Principal and Assistant Principal(s) provide articulation and modeling of the vision and principles of the school and district, supervises and evaluate staff, provide oversight for teaching and learning, and collaborate and communicate with staff and community stakeholders.

SCHOOL RESOURCE OFFICER (SRO)

The School Resource Officer develops relationships with students, supports good decision making, and acts as the liaison with local law enforcement.

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.

· New Teacher Orientation
· New Teacher Mentoring Program
· District and School-Based Professional Development
· Student Success Team (SST)/Building Based Support Team (BBST)
· Department Meetings
· Professional Learning Communities (PLCs)
· Faculty Meetings
· School-Based Data Teams
· Clinical Team Meetings
· Common Planning Time
· Common Assessments/Common Measures
· Teacher Evaluation and Goal-Setting
· Mid-Year Exams
· Curriculum Maps
· Opportunities for peer observation

FAMILY AND COMMUNITY SUPPORT STRUCTURES

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

· School Councils
· PTO Meetings and PTO sponsored events
· Curriculum Nights/Open Houses
· Parent/Guardian Teacher Conferences
· Special Education Parent Advisory Council (SEPAC)
· Parent Information Nights for transitions (middle & high school)
· School messaging system
· Student Information System and Educational Portal
· District and individual school web pages and newsletters
· Teacher/classroom-based communications (Websites, Google Classroom, Newsletters, etc.)
· Parent/Guardian Surveys
· Report Cards & Progress Reports
· Student performances
· Volunteer opportunities
· Curriculum Maps

Anchor Chart: An anchor chart is a tool used largely to support instruction and to move the student towards achieving success with lessons taught in class. They are also used as a classroom management tool for students to self-monitor their behavior by gently reminding them of expectations and routines.

Assessment: Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Assignment: An assignment is a piece of academic work given to students.

BBST: Building Based Support Team is a team of school staff dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and to connect them to appropriate interventions and support.

BCBA: A Board Certified Behavior Analyst (BCBA) is a person with a certification in applied behavior analysis. BCBAs receive this certification through the Behavior Analyst Certification Board. Applied behavioral analysis (ABA) uses scientific and systematic processes to help influence an individual's behavior.

Differentiation: Differentiation is a framework for effective teaching that involves providing all students within their diverse classroom community of learners a range of different avenues for understanding new information in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Direct Instruction: Direct instruction is where teachers use explicit teaching techniques to teach a specific skill to their students. This type of instruction is teacher-directed, where a teacher typically stands at the front of a room and presents information.

Exemplar: Exemplars are provided examples of best work in the educational environment, which are designed to assist students to increase their understanding of particular skills, content or knowledge in any given situation and articulate established criteria and standards.

Incentive: An incentive is something that incites or tends to incite to action or greater effort, as a reward offered for increased productivity

Metacognition/metacognitive: Metacognition refers to the process of considering and regulating one's own learning (thought process), "thinking about one's thing", or "knowing about knowing".

Modification: Modifications are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which **DO** fundamentally alter or lower the standard or expectations of the course/standard/test.

Multimodal: Multimodal teaching is a style in which students learn material through a number of different sensory modalities.

Preferential (seating): Preferential seating means that a student's seat is in a location that is most beneficial for learning in the classroom.

Scaffold/Scaffolding: Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.

Sentence Starter: Sentence frames provide a frame of a complete sentence for students, while sentence starters are as the name implies, a starter for students who must complete the sentence. Signal words are those words and phrases that clue in the reader or listener to the purpose of the message.

Social Story: Social stories are individualized short stories that depict a social situation that a child may encounter. They are used as a means of clearly communicating information about a context, skill or concept in a way that is meaningful to someone. This creates clarity and predictability for the student and can subsequently reduce anxiety and improve the ability to cope in different contexts and experiences.