SOUTH HADLEY PUBLIC SCHOOLS

DCAP: District Curriculum Accommodation Plan

The South Hadley Public schools recognizes the unique quality each student brings to our community of learners. We believe that it is incumbent upon the district to nurture student strengths at each developmental stage of growth. A DCAP, or district curriculum accommodation plan, is intended to "assist principals in ensuring that all efforts have been made to meet each student's needs in general education. The Massachusetts General Law related to DCAP is as follows:

Chapter 71, Section 38Q 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 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 education 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.

How does the DCAP inform instruction and practices that help students grow?
The DCAP is a great resource in identifying techniques, accommodations, strategies, and supports that can be provided to all students in the general education classroom. Teachers and staff accommodate and differentiate instruction and curriculum to meet students' needs. It is expected that across content areas and grade-levels, students will need various levels of support. All students vary in their needs based on age, development, social/emotional wellbeing, external factors, and more. The DCAP can be a reference and resource for a wide range of practices that the district offers to support students within the general education setting.

How do students gain access to the supports, interventions, and accommodations noted within the DCAP?
All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. In addition, building-based support teams and data teams meet on a regular basis to discuss student progress and growth. Through the South Hadley Public Schools Multi-tiered System of Support (MTSS) process, intervention and accommodation strategies are discussed to meet the needs of individual students.

In an effort to formalize the implementation of strategies for a particular student, the team may decide to develop an Individualized Curriculum Accommodation Plan, or ICAP, that states what accommodations and or general education services will be provided for that student over the course of the school year. These accommodations are found within the DCAP.
Instructional practices and opportunities

To ensure the effective use of accommodations and research based instructional practices within the learning environment, the district supports the leadership within each building to ensure accessibility to the curriculum frameworks for all students.

The DCAP includes the following instructional practices and opportunities offered within the South Hadley Public School district:

- Assistance to Regular Education Classroom Teachers – Such assistance includes professional development that will help them to analyze and accommodate various students' learning needs, including students who are English Language Learners, to manage student's behavior effectively, and to establish classrooms where research based instructional practices are used.
- Support Services – These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning. These services include: Reading and Title I support; ELL support; paraprofessional support; technology support; nursing support; consultation with occupational therapist, physical therapist, speech/language therapist, school psychologist, BCBA, special education teacher; guidance department support; School Resource Officer; Therapy Dog; Student Support Teams.
- Mentoring, Collaboration, and Professional Development – This includes such things as: mentoring new teachers; common planning time; Professional Learning Communities; coaching; Title IX and Civil Rights training; de-escalation training; professional development in the areas of instructional practices, student engagement; grade level/department team meetings.
- Parental Involvement – This includes opportunities that encourage parental involvement in their children's education such as: school and district councils and committees; PTO/PTA; websites; Class Dojo; Powerschool; conferences; Back to School Nights; Open House; community partnerships; SEPAC.
- Physical Space - This includes: flexible seating; providing a quiet corner/room; reducing distractions; easy access to classroom tools; posted schedules, expectations, routines; preferential seating; alternate work spaces; space for standing and/or movement breaks.
- Materials - This includes: curricular materials; classroom supplies; chromebooks; universal screeners.
- Technology - The district provides students with access to: chromebooks; calculators (when appropriate); audiobooks; speech to text; Google Suite (calendar, mail, slides, etc.).
- Classroom Practices - Practices that can be found in all classrooms include: development of positive relationships; support for independence; positive reinforcement; facilitation of social and cultural learning; social skills development; executive functioning skills development; varied instructional methods; cooperative learning; frequent check-ins; multimodal presentations; modeling expectations; visuals; targeted and timely feedback; warnings for transitions; embedded social/emotional skill building; whole group and small group instruction; de-escalation strategies; HRE strategies (Happy, Relaxed, Engaged)

Accommodations

It is the goal of the South Hadley Public schools to make the general education classroom an appropriate placement for all students. Accommodations are provided within the general education setting and may be available to all students to provide equal access to learning and to enable students to demonstrate growth. Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria.

What follows is a list of accommodations which are tools that educators can use within their classrooms. It is not an exhaustive list, but rather a starting point.

General Accommodations

- Parent/Caregiver contact
- Provide exemplars
- Preview vocabulary and/or concepts
- Wait time
- Outlines
- Simplify directions
- Word banks
- Additional extensions and/or remediations
- Notes
- Extra practice
- Allow demonstration of mastery rather than completion
- Allow students to “pass” and come back for questions
- Alphabet strips/Number lines
- Change in lighting
- Small group instruction

Assessment

- Complete assessment in smaller segments
- Untimed
- Bolded/Underline key words
- Large Print
- Lined Paper
- Speech to Text
- Small group
- Separate Setting
- Talk through written assignments first
- Oral elaboration
- Clarify directions
- Frequent breaks
- Graphic Organizer/Manipulatives
- Study guides
- Retakes or Test Corrections
- Reference Sheets

Executive Functioning

- Reduce distractions
- Teach Highlighting/Color coding
- Model breaking down projects into smaller steps
- Model use of Agenda/Daily assignment book
- Model use of Online/Paper calendar
- Teach prioritizing and list making strategies
- Individual schedule
- Extra time for assignments
- Teach use of Binders/Folders
- Model the use of reminders
- Teach use of Powerschool/Google Classroom
- Reduce copying
- Provide time management cues
- Fewer items per page
- Nonverbal cues

Behavioral/Social/Emotional

- Flexible seating (list specific type)
- Personal workspace
- Reteach routines/expectations
- Practice routines/expectations
- Offer choices
- Community service/Classroom Jobs
- Time for reflection
- Calming tools (fidgets, breathing exercises, etc.)
- Options for spaces to calm
- Non-verbal cues for taking a break (break card, etc.)
- Support development of lagging skills
- Incentive Plan
- Alert/Predict what is coming
- Mindfulness practices
- Check in /check out system
- Behavior contract
- Checklists
- Adult proximity
- Home/School communication
- Heavy Work/Stress Release Activities
- Increased Supervision
- Safety Plan
- Use of timers