

# DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT DISTRICT ACCOMMODATION PLAN (DCAP)



*“...to advance the knowledge and well-being of our children and our community.”*

Revised: April, 2023

## What is a DCAP?

The Dudley-Charlton Regional School District, in compliance with Massachusetts General Laws, Chapter 71, Section 38Q1/2, has developed this District Curriculum Accommodation Plan (DCAP). The DCAP is intended to provide guidance to all school staff in ensuring that all possible efforts have been made to meet student needs in the general education classroom setting. The DCAP is intended to support necessary, differentiated experiences. Also any students can improve learning through the use of various teaching modalities. The DCAP describes accommodations, instructional supports, and interventions that should be provided to students who experience difficulty mastering content.

The goal of the DCAP is to describe the strategies and resources that classroom teachers and specialists are expected to use to address the diverse learning needs of all students. The goal is to create a learning environment where students receive a variety of identified supports and accommodations in order to access instruction and assessment. Accommodations may include, but are not limited to, teaching strategies, teaching materials, and the use of various assessments where students have the opportunity to demonstrate learning.

### **Massachusetts General Laws, Chapter 71, Section 38Q1/2, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP).**

*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 with 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 parent involvement.”*

#### **Amendment to Massachusetts General Laws, Chapter 71, Section 59**

*“The school council, including the school principal, should meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q 1/2, shall assist in the review of the annual school budget and in the formation of a school improvement plan...”*

## How do students gain access to the supports in the DCAP?

All staff will provide instructional accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for all elementary, middle, and high school students. The DCAP provides suggestions for educator concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral concerns. While the DCAP lists many strategies and accommodations that are considered “best practice,” the DCAP in no way limits the accommodations that staff may choose to implement in order to meet a student’s needs.

## Overview of Accommodations:

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and are available to any/all students. Accommodations are made to provide a student with equal access for teaching and learning so the student is able to show what they know or can do.

The UDL Lens of Access, Engage and Express™		
<b>Access</b> by transforming information into useable knowledge through: <ul style="list-style-type: none"><li>• digital media</li><li>• print</li><li>• touch</li><li>• audio</li><li>• visual media</li></ul>	<b>Engage</b> with content and concepts using: <ul style="list-style-type: none"><li>• interactives</li><li>• problem-solving</li><li>• designing</li><li>• video</li><li>• graphics</li><li>• collaborating</li><li>• reflection</li></ul>	<b>Express</b> my understanding through: <ul style="list-style-type: none"><li>• writing</li><li>• presenting</li><li>• storytelling</li><li>• multimedia</li><li>• building/making</li><li>• making sense of learning</li></ul>

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Reference: How to Personalize Learning by Bray and McClaskey 2016. <http://bit.ly/Learner-Profile>

The DCRSD teaching staff are committed to providing equitable access to curriculum through the use of universally designed lessons and instruction. Through the design of the lesson, students have the opportunity to engage in multiple ways with content, from how they perceive information to how they express their learning and knowledge.

Accommodations DO NOT CHANGE the instructional level, content, or performance criteria.

## GENERAL STRATEGIES FOR EDUCATORS

### **District Support for General Education classroom teachers:**

- Teachers have the opportunity to work with other teachers and conduct a classroom observation and consultation
- Ongoing professional development and classroom-based supports are provided for teachers by administration, curriculum supervisors, and/or department heads by continually reviewing and strengthening instructional practice
- Building-based Instructional Support Teams (IST) to review student case studies, student data and provide instructional and behavioral intervention suggestions to teachers
- Grade level, department, middle school team time and faculty meetings held monthly
- Teacher mentoring and induction program provided new DCRSD teachers entering the profession.

### **Establish a multi-tiered system of support that address the needs of students whose social, emotional, and academic needs may interfere with their learning:**

- Provide preschool readiness classes to prepare children for transition into Kindergarten
- Provide interventions directly related to the content
- Reading specialists at the elementary and middle School levels (and if eligible, Title I staff) work with individual and small groups of qualifying students for reading and math intervention
- English Learners (EL) teachers provides language learning instruction and support for students in academic classes and through small group instruction
- Guidance/counseling staff provide whole class, individual, and small group, specific skills, lessons, and/or groups
- Meetings with administration, support staff, and teachers to collaboratively problem solve accommodations and access regarding specific students

# ACCOMMODATIONS AND INSTRUCTIONAL SUPPORT FOR STUDENTS

Accommodations and instructional support strategies are available to ALL students within the Dudley-Charlton Regional School District to assist in accessing general education studies. General Educators are encouraged to universally design lessons to meet the diverse learning needs of their students. This list is representative of practiced accommodations but it is not inclusive of all options that may be successful in meeting individual student’s learning needs. These supports fall into the three main networks for Universal Design for Learning:

- Representation: how information is presented and accessed by students
- Action and Expression: providing students with options for how to demonstrate their learning or share and apply their knowledge
- Engagement: how students interact with content and one another throughout their learning, including elements of choice

<b>ACADEMIC/INSTRUCTIONAL SUPPORTS</b>				
<b>Assessment Accommodations</b>		Representation	Action & Expression	Engagement
<i>☆ = evidence-based practice for multilingual learners</i>				
1	Use data analysis to inform instruction and modify instruction based on student needs		X	
2	Allow extended time <sup>☆</sup>			X
3	Provide alternate forms of assessments (e.g., oral, project-based, demonstration, retellings, drawings)		X	X
4	Provide varied assessments	X		
5	Teach test-taking strategies		X	
6	Use alternative setting for assessments			X
7	Provide timely and specific feedback about student performance			X
8	Communicate frequently with parents			X
9	Clarify directions	X		X
10	Provide rubrics to clarify expectations		X	X
11	Include a portfolio system for collecting student work samples and assessing progress over time		X	X
12	Allow open-book tests	X	X	X

<b>Instructional Accommodations</b> ☆ = evidence-based practice for multilingual learners		Representation	Action & Expression	Engagement
1	Identify essential questions students should be able to answer at the end of a lesson/unit of study	X		X
2	Build a context for learning	X		X
3	Preview new concepts			X
4	Clearly articulate learning goals for students			X
5	Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate	X		X
6	Provide multimodal presentations	X		X
7	Emphasize points within written text/material (e.g. use page numbers)	X		
8	Scaffold complex concepts and provide leveled problems for multiple entry points	x		X
9	Vary grouping in the classroom for different purposes (homogeneous and heterogeneous)			X
10	Clearly model steps, procedures, and questions to ask when solving problems	X		
11	Provide models or examples of end products	X		x
12	Frequently check for understanding			X
13	Clarify directions or questions			X
14	Use “think alouds” and other metacognitive strategies	X		
15	Provide access to technology/assistive technology	X	x	X
16	Provide access to leveled libraries and varied reading materials	X		x
17	Provide books digitally/on CD	X		
18	Shorten reading assignments	X		X
19	Reduce text so print is not as dense on the page	X		X
20	Utilization of teams			X
21	Provide copy of class notes, handouts, summaries of content	X		
22	Provide enlarged copies if needed	X		
23	Provide manipulatives, concrete models, hands-on activities	X		
24	Provide learning aids (i.e. calculators, graphic organizers, etc.)	X		
25	Use sentence frames to support oral and written responses	X	X	X
26	Assign a peer tutor (for multilingual learners, same language or English-speaking)		X	X
27	Allow use of a bilingual dictionary for multilingual learners	X	X	X
28	Adapt homework and assignments to reflect language proficiency (multilingual learners)		X	X
29	Provide study guides	x	X	
30	Provide visual and transition cues	X		
31	Provide wait time		X	
32	Use small groups for instruction			X
33	Provide a variety of ways to respond: orally, visually, physically, etc.	X	x	x
34	Pre-teach concepts and vocabulary	X		
35	Provide student conferencing time			X
36	Frequently communicate with families		X	X
37	Offer Parent/Teacher conferences			X
38	Offer before/after school academic tutoring support		X	X

<b>Organizational Accommodations</b>				
<i>☆ = evidence-based practice for multilingual learners</i>		Representation	Action & Expression	Engagement
1	Establish clear routines			X
2	Use time management tools (i.e. daily planner, assignment sheet, calendar, timers, agendas, etc.)		X	
3	Provide a variety of templates/graphic organizers	X	X	
4	Ensure written assignments have enough workspace	X		
5	Post homework assignments consistently			X
6	Share apps that help students/families stay organized		X	
7	Explicitly teach organizational and study skill strategies		X	
<b>BEHAVIORAL SUPPORTS</b>				
<b>Social/Emotional Accommodations</b>				
<i>☆ = evidence-based practice for ELs/FELs</i>		Representation	Action & Expression	Engagement
1	Utilize School-Wide Positive Behavior and Supports (PBIS) strategies			X
2	Implement a Behavior Intervention Plan			X
3	Cue student for change of behavior			X
4	Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc.	X		X
5	Establish clear routines/expectations			X
6	Use transition cues prior to any changes			X
7	Use diverse classroom management strategies			X
8	Provide breaks as needed			X
9	Offer lunch groups			X
10	Utilize school counselor/psychologist			X
<b>Health/Medical Accommodations (for temporary health or medical issues- 504 not necessary)</b>				
		Representation	Action & Expression	Engagement
1	Provide access to nurse's office and bathroom			X
2	Allow student to leave class 2-3 minutes early			X
3	Provide supportive seating	X		
4	Provide access to content materials (books, electronic version of books, etc.) from home	X		X
5	Allow snacks			X
6	Provide a scribe when needed *not on statewide assessments	X		
<b>Physical/Structural Accommodations</b>				
		Representation	Action & Expression	Engagement
1	Allow alternate workspace, such as study carrel or dividers			X
2	Allow for movement and sensory break			X
3	Experiment with use of space			X
4	Limit distractions (auditory and visual)			X
5	Offer flexible seating choices/arrangement			X
6	Provide strategic seating			X
7	Use visual, auditory and transitional supports	X		
8	Use transition cues for space changes			X
9	Establish clear routines: behavioral, social, emotional			X
10	Allow alternative setting for testing		X	

<b>STAFF SUPPORTS</b>
<b><i>Human Resources for Consultation and Support to Educators, Principals, and Families:</i></b>
Elementary Instructional Facilitators for Preschool, Kindergarten, and Grades 1, 2, 3, & 4
English Language Educators
Elementary Reading Specialists
Instructional Support Team (IST)
Paraprofessionals
Safety Care Training on de-escalation techniques
<b><i>Other Resources:</i></b>
Teacher Mentor Program
Schoolwide professional development/curriculum meetings
District-wide professional learning
Faculty meetings
Curriculum maps
Grade-level or department team meetings
Common planning time (middle and high school levels)