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DISTRICT CURRICULUM ACCOMMODATION PLAN

District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (DCAP)

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 general education. The plan shall be designed to assist the general education classroom teacher in analyzing and accommodating diverse learning styles of all children in the general education classroom and in providing appropriate services and support within the general 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.

Swampscott Public Schools District's DCAP has four main objectives:

1. To assist educators in analyzing, assessing, and accommodating the needs of diverse learners
2. To articulate support services and instructional delivery options available within general education settings
3. To recommend instructional interventions for learners experiencing challenges
4. To delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching

Swampscott Public School District believes that all students can learn. The following statements represent this belief system:

- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development
- Students differ in their ability to work and study independently
- At various times, students experience different reactions and responses to curriculum and instructional task demands

(Excerpted from" Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

Student and Program Supports

Pre k -12

- Universal Design for Learning
- Modifying the Curriculum format, location, and/or method of instruction
- Flexible grouping
- Technology/Assistive technology including 1:1 devices for Grades 3 and up
- Student Support Teams
- Bullying Prevention Programs
- Multi-Tiered System of Supports
- Access to consulting Clinical Psychologist and behavioral and social emotional support staff
- Access to BCBA
- MLL instruction

PreK

- Consultation to pre-school programs
- Screenings
- Social skills curriculum
- Classroom supports with Educational Support Personnel (ESP)

Kindergarten through 4th grade

- Muti-Tiered System of Supports in Reading and Mathematics
- Muti-sensory, sequential, systematic reading instruction
- Data teams and progress monitoring
- Access to School Adjustment Counselor or School Psychologist
- MCAS Prep (Grades 3-4)
- Social skills instruction

Middle School (5 through 8)

- MCAS Prep
- Counseling services (individual/group)
- MTSS programming in reading, writing and mathematics
- Social skills groups

High School

- Intervention Block (MTSS)
- Leveled classes
- Co-teaching
- Reduced scheduling/level change
- Counseling services

Professional Development Resources for Pre-K – 12

- Induction/mentoring program for new teachers
- Curriculum coordinators
- Curriculum task committees
- Summer curriculum work
- Contractual course work reimbursement
- Technology Training
- Professional Development Committees
- Access to consultation services
- Scheduled professional development days
- Leadership Team meetings with administration at least bi-monthly
- Central Office meetings monthly
- Team Chair meetings with building based statt monthly

Encouragement of Family Involvement

- Multiligual Language Learner Parent Advisory Council (MLPAC)
- System Wide Special Education Parent Advisory Council (SEPAC)
- School Councils
- K-4 - PTO/PTA, 5-8 - PTO, 9-12 – PTF

- Family information nights (orientation)
- School transition meetings
- Newsletters/school and classroom
- Website information
- Parent Square Communication Family Outreach

Accommodations

SETTING

- Preferred and flexible seating
- Reduce/minimize distractions visually and auditorily
- Alternative workspace
- Use of alternate setting for assessments

PRESENTATION

- Use of multimedia for instruction
- Access to alternate seating
- Visual, auditory and transitional aides
- Provide organizational strategies
- Clear routines
- Time management tools such as daily planners
- Use of positive reinforcement
- Post and teach classroom expectations across settings
- Universal Design for Learning with multiple modalities of representation of information
- Provide self-monitoring checklists and strategies
- Use of charts and graphs to monitor student progress
- Provide assistance with note taking
- Provide manipulatives
- Differentiate instruction
- Provide visual cues
- Break down tasks into manageable parts
- Provide graphic organizers and/or outlines
- Incorporate executive functioning skills and strategies into lessons
- Provide reference tools
- Clarify directions
- Models of end products
- Graphic Organizers

RESPONSE

- Use of multiple tools for construction and composition
- Visual, auditory and transitional aides
- Universal Design for Learning with multiple models of action of expression of knowledge
- Reduce workload when deemed appropriate
- Use of assistive technology
- Offer calculators when appropriate
- Provide alternate forms of assessments

TIMING

- Movement and sensory breaks
- Flexible schedule
- After-school supports
- Increased reinforcement
- Extra time on in-class assessments (no more than 50%)