

Dighton-Rehoboth Regional School District



District Curriculum Accommodation Plan (DCAP)

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District Curriculum Accommodation Plan

The mission of Dighton-Rehoboth Regional School District is to ensure students have the knowledge, skills, sensitivity, and social responsibility to be contributing citizens and life-long learners.

The Goal for the DRRSD District Curriculum Accommodation Plan

Massachusetts general laws require the adoption and implementation of a District 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 learning modalities. The DCAP guidance document describes the accommodations, instructional supports, and interventions that are provided for students who are experiencing difficulty learning content and skills.

Massachusetts General Laws Supporting 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 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.

Massachusetts General Laws, Chapter 71, Section 59C states, in part:

The school council, including the school principal, shall 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 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan.

Overview of Accommodations

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Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education program 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 best educational practices. Accommodations typically fall under four key categories, including:

- **Setting** (location)
 - Examples include; small group, 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 student, etc.
- **Response** (How the student response back to show understanding)
 - Examples include: use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations are not intended to change the instructional level or content, delivery of instruction, or performance criteria.

All staff may provide individual accommodations to students on an as-needed basis and specific to the content, student, or situation. This document includes curriculum accommodations for all levels. This provides a list of some sample strategies, accommodations and other actions from which the teachers and collaborating staff may select appropriate accommodations for individual students. In no way, however, does the DCAP limit the accommodations staff may implement to meet a student's needs.

Organizational Strategies
● Establish clear routines ● Use time management tools, e.g., daily planner, assignment sheet, calendar, timers, agendas, etc. ● Develop a clear homework recording system/teacher check ins ● Allow students to access electronic homework lists (pictures, Google Docs, website, etc.) ● Make clear and consistent instructions and expectations ● Break assignments into clear, concise steps

- Number/order steps for task completion
- Provide templates/graphic organizers and models (exemplars)
- Provide due dates for separate steps ([chunking](#))
- Direct students/parents to specific tablet/phone/device apps that aid in organization
- Utilize learning management apps/programs including [Google Classroom](#) and [Remind](#)
- Specify identified location for turning in assignments and accessing materials
- Support/guide notebook organization by using strategies such as [Two Column Notes](#)
- Print assignments for students who struggle with online resources

Instructional Strategies

- Present information using [multimodal strategies](#) and instructions
- Include transition cues
- Provide wait time for responding to questions or formulating thoughts for discussion
- [Use technology to assist instruction](#)
- Record lectures/discussion for replay as appropriate
- Teach note taking strategies such as [Two Column Notes](#)
- Provide copies of notes/presentation slides
- Reformat handouts to provide space for students to write
- Display models and exemplars of end products and templates
- Preview, repeat, and/or re-teach concepts
- Vary methods using repetition, concise explanations, multiple examples, and models
- Check frequently for understanding
- Clarify questions and directions
- Use [metacognitive strategies](#) like “think alouds”
- Build background knowledge
- [Teach new vocabulary using strategies](#)
- Provide a word bank with vocabulary
- Provide an overview of the lesson before teaching
- [Use concrete examples before and/or when teaching abstract](#)
- Limit the number of new concepts presented at one time
- Monitor the rate at which material is presented
- Vary [instructional groupings](#) throughout the lesson (whole class, small group, partner, individual)
- Build opportunities in lessons for student to process new information
- [Monitor student comprehension](#) of language used during instruction
- Utilize peers to model learner qualities
- Create opportunities for collaboration such as [Turn and Talks](#)
- [Scaffold](#) complex concepts and provide leveled problems for [multiple entry points](#)
- [Differentiate instruction](#)

- Teach [study skills](#)
- Allow students to demonstrate knowledge in a [variety of ways](#) ([differentiate by product](#))
- Implement [gradual release](#) of responsibility
- Post daily/Weekly schedule

Assignment and Assessment Strategies

- Provide study guides
- Preview test vocabulary/concepts
- Allow for extended time
- Use alternative settings for assessments
- Administer tests in short/manageable periods – allow for breaks, as appropriate
- Provide examples of proficient work
- Ensure a quiet testing environment
- Clarify directions / Have students paraphrase directions and questions
- Provide visual and auditory directions
- Provide alternative assessment options
- Teach test taking and study strategies
- Minimize use of timed tests
- Provide timely, and specific feedback on assessment/assignment performance
- Provide a variety of question types
- Utilize pre-assessment data
- Use vocabulary/word banks
- Break tasks into manageable chunks
- Use rubrics to provide clear expectations
- Minimize assignments requiring copying information
- Review expectations for homework
- Start homework assignments in a whole group setting to provide an example
- Assign tasks and assignments at an appropriate reading-level (differentiated)
- Prioritize quality over quantity - reduce the number of similar problems assigned if appropriate
- Provide for oral administration of assessments
- Use data informed progress monitoring to identify students for additional support and extended time.

Literacy Strategies

- Provide alternative vocabulary to frequently used words

- Teach students to utilize, complete, and *create* graphic organizers
- Use models and exemplars
- Develop engaging writing topics (follow Keys to Literacy SWAG/WAG models)
- Teach descriptive language
- Provide resources/visuals to support writing conventions/mechanics
- Use pre-reading strategies including class discussions, brainstorm, KWL, predictions, text features, etc.)
- Teach comprehension using strategies and visuals
- Model making connections while reading
- Allow for multiple methods to demonstrate comprehension
- Teach text features
- Model read-aloud/think aloud
- Use peers to support partner reading
- Access to support personnel and specialized programs (e.g., reading specialist, Title I), as appropriate

Math Strategies

- Allow students to use supplemental tools when appropriate including a calculator, number lines, multiplication tables, reference sheets
- Highlight operational symbols in distinct colors
- Provide access to hands-on manipulatives during class work and assessments
- Teach problem solving strategies and encourage their use (look for a pattern, construct a table, make an organized list, act it out, draw a picture, use manipulatives, guess and check, work backwards, 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
- Provide sample problems
- Remove individual pages from consumable books
- Prioritize quality over quantity - reduce the number of similar problems assigned if appropriate
- Provide access to graph paper or lined paper
- Provide fill in the blank notes
- Reduce the amount of language when appropriate
- Provide vocabulary words with pictures

Writing Strategies

- Provide access to tools, exemplars, and models
- Revisit skills frequently
- Use familiar formats/structures and graphic organizers
- Expose students to strong models, anchor texts, anchor charts
- Provide a strategy resource list
- Deliver direct instruction on the writing process
- Develop checklists to support editing for sentence level errors
- Revisit work frequently to improve and revise
- Prioritize quality over quantity when assigning writing pieces
- Model think alouds
- Provide graphic organizers
- Encourage the use of technology
- Create sentence starters/partial paragraphs
- Let students type, record or give answers orally instead of writing
- Provide larger spaces for responses
- Avoid Pressures of speed (e.g., extended time or untimed assignments)

Fine Motor/Visual Motor Integration Strategies

- Reduce the amount of copying from the board/presentation
- Provide copies of notes/presentation slides
- Set realistic expectations for neatness
- Allow for students to provide answers in a variety of ways (orally, typed, visuals)
- Avoid an emphasis on speed (e.g., extended time or untimed assignments)
- Provide guide letters, words, sentences for tracing/practice
- Use larger-spaced/lined paper
- Increase white space or provide graph paper
- Allow students to use a slant board
- Provide pencil grips
- Scribe for student if necessary

Visual Processing Strategies

- Keep written assignments and work space free from extraneous and or irrelevant distractions
- Review visual task with student and make sure student has 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
- Avoid having students copy from the board

- Avoid crowded cluttered worksheets and testing materials by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheet into sections), and highlighting, color-coding, or underlining
- Use large, clean fonts and extra spacing
- Select font and surface color to maximize contrast (e.g., using black marker on a white board instead of yellow)

Language Processing Strategies

- Give written pictorial directions to supplement verbal directions
- Pre-teaching of targeted skill
- Previewing new material
- Slow the rate of presentations
- Paraphrase information
- Keep statements short and to-the-point using single step directions
- Avoid the use of abstract language such as metaphors idioms and puns
- Keep sentence structure simple
- Encourage feedback from students to check for understanding
- Ask students to repeat directions
- Provide new vocabulary before beginning the lesson
- Reduce extraneous noise
- Gain the attention of students before expressing key points
- Ensure readability levels of textbooks are commensurate with students' 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 students aware they will be called on and provide opportunities to listen to other students' responses first

Social/Emotional Strategies

- Allow students to see counselor/ support staff when needed
- Monitor levels of Tolerance and be mindful signs of frustration
- Communicate changes in routine ahead of time when possible
- Thoughtfully group students with appropriate peers
- Provide structured conversation prompts
- Prepare students prior to calling on them in class
- Approach students with "how can I help?" rather than making assumptions about what they need
- Provide opportunities for de-escalation/cool downs
- Use "I notice" statements
- Use token systems for preferred activities
- Use peer models

- Use social stories

Behavioral Strategies

- Define clear expectations and consistently enforce them
- Explicitly teach expected behaviors, routines, and procedures
- Follow the multi-tiered system of supports protocol identified at the school
- 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
- Provide preferential seating
- Use incentives and praise generously
- Communicate frequently with parents/guardians and families
- Avoid power struggles
- Use check-in/check-out intervention
- Use proximity when appropriate
- Incorporate breaks and/or grant access to breaks, as needed
- Designate a space for cool down
- Withhold attention or responses to minor attention-seeking behaviors
- Respect students' dignity and privacy
- Designate a "de-escalation" location within the classroom and school
- Be mobile around your teaching space
- Assign activities that require some movement
- Monitor levels of tolerance and be mindful of signs and frustrations
- Avoid the use of confrontational techniques
- Give access to fidgets, sensory tools, etc.

Motivational Strategies

- Determine student interest in learning styles and design flexible activities accordingly
- Provide student with specific feedback to improve practice
- Provide classroom jobs/ responsibilities
- Provide choices
- Praise expected behavior
- Gear individualized cues
- Monitor work progress
- Provide time requirements/reminders for task completion
- Have goal setting as an all-class activity
- Provide personalized written comments to reinforce effort and positive gains

Attention Strategies

- Ask students to repeat / rephrase directions
- Change activities frequently to accommodate attention spans

- Limit direct instruction to manageable chunks
- Plan varied activities using the workshop model
- Give directions and information verbally, in writing, and visually
- Activate prior knowledge
- Assign strategic seating
- Use preferential seating
- Decrease student clutter
- Frequently check for understanding
- Give advanced warning of transitions
- Prioritize assignments and steps
- Break large assignments into smaller steps
- Use proximity and non-verbal cues to keep students on task
- Preview and review objectives
- Provide positive feedback
- Give access to fidgets, sensory tools, etc.
- Provide a checklist to support task completion
- Use visual timers
- Provide access to an alternative work area if appropriate
- Provide copies of completed notes

Assistance to Regular Ed Classroom Teachers that will help them to analyze and accommodate students' learning and behavioral needs effectively

Dighton-Rehoboth Public Schools offers professional development opportunities designed to enhance the ability of staff to create positive learning environments for every student. Professional Development includes, but is not limited to the following:

Professional Development	● Bullying Training ● Civil Rights, Title Vi, Title IX, Title II Training, Section 51A Training, Physical Restraint Guidelines, Title I Training, Confidentiality Training, Ethics Training, Rehabilitation Act of 1973 Training Mandatory Training 2021-2022.pptx (Updated Annually) ● Safety Care Training ● Functions of Behavior PD Functions Presentation ● (add links to PD trainings)
Behavioral Programs	● Behavioral Support Programs (PBIS) ● Social Skills Groups ● Social Emotional Learning Programs (Caring School Community) ● Check In/Check Out program ● Data Collection Sheets and Materials (examples of data collection sheets) (Examples of Positive Behavioral supports- contingency maps, behavior charts, reward systems, etc) (examples of visual for classroom social skills- zones of regulation, daily emotional check ins, etc)

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Support Personnel	● Board Certified Behavior Analyst (BCBA) BCBA Presentation ● Building Based 504 Team Coordinator ● Building Based Special Education Coordinator ● Curriculum Development Coordinator ● ELL Specialists, Interventionists ● Guidance Counselors ● Homeless Liaison ● Paraprofessionals ● Reading Specialists ● Registered Behavior Technicians (RBT) ● School Adjustment Counselors ● School Nurses ● School Resource Officer ● Speech, OT, PT, APE, Hearing, Vision Staff ● Title 1 (DES Elementary School)
Support Services and Programs	● All Day Kindergarten ● Extended School Year Program ● Hearing, vision, dental, general health screening ● PreSchool Program (Integrated and Self-Contained) PreSchool Information ● Summer School ● Enrichment Offerings, Saturday School or Tutoring

Encouragement of Teacher Mentoring and Collaboration	
Dighton-Rehoboth Public Schools is committed to providing ongoing guidance and support to all teachers. Supports include, but are not limited to:	
Educator Supports	● District Curriculum and Instruction Department ● District Professional Development Days (2 full days per year and 3 early release days per year) District Calendar ● Induction/Mentoring Program ● Learning Walks ● Monthly Staff Meetings ● New Teacher/Incoming Teacher Orientation ● Online Organizational Systems (TeachPoint and Aspen X2) Staff Links - Dighton-Rehoboth School District ● Professional Learning Time/Content Collaboration Time (weekly grade level meetings)