

What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. The DCAP also informs families about the variety of available support available to all general education students.

The DCAP describes accommodations and instructional supports and strategies that are available in general education.

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.”

Ipswich Public Schools Mission Statement

Ipswich Public Schools aspires to empower ALL students to be global citizens who are effective communicators, analytic problem solvers, and savvy consumers of information. We propose to do this through an emphasis on communication, critical thinking, creativity, self-management, perseverance and collaboration. Students will be active partners in authentic learning, offering voice and choice in demonstrating competency.

Ipswich Public Schools Student Support Teams

Student support teams are part of a multi-tiered system of supports (MTSS) that ensures services provided to students in the least-restrictive manner. Building-based groups of teachers and counselors meet regularly to problem solve learning challenges for individual students. These teams recommend strategies, monitor interventions and work collaboratively to identify appropriate building resources for children with learning, behavioral, attendance and/or social-emotional challenges. As part of the collaboration, the Student Support Teams also allow consultative time for teachers to consider and pilot general education alternatives in addressing learning needs.

Ipswich Public Schools Building Based Resources

Each building in the District provides a variety of resources to support general education students with learning challenges. Resources include the following:

Personnel Consultations (available for consultation with teachers and families)	Interventions
Assistive Technology Specialist Board Certified Behavioral Analyst (BCBA) Occupational Therapist School Counselor Physical Therapist Reading Specialist School Adjustment Counselor School Psychologist Special Education Teacher Speech/Language Pathologist Nursing staff ELL Teacher Digital Learning Specialist Building Principal PPS Director/Special Education Administrator	Reading Support Math Support Co-taught Classrooms Academic Support MCAS Prep Developmental Guidance Social Skills Curriculum Social-emotional learning Counseling: 1:1 or small group Before/After School Support Assistive Technology HS BRYT Program HS Academic Support Teacher Mentors assigned to staff for collaboration and problem solving student support Utilization of common planning time for problem solving Access to evidence-based reading fluency support for grades through grade 8 Various online programs in mathematics and reading

ACCESS

Access to the core curriculum refers to a student's ability to make sense of the learning objectives, environment, and expectations. As part of the educational program of all students, teachers take into consideration the classroom structure, learning tools, supports, and method of instructional delivery. A few examples of support within these areas include: flexible seating; partnering and/or small group instruction; clarifying instructions; discussing and posting class norms and behavioral expectations; and the use of checklists, technology tools, and study guides. Students whose primary language is other than English are supported by English Language Learner teachers at a level commensurate with the students' competency level in English. These students are also eligible for consideration for additional general and special education support, as determined among collaboration that includes the classroom teacher, school Student Support Team, and other resources as appropriate.

ENGAGEMENT

Engagement refers to a student's ability to meaningfully interact with his/her/their learning. Engagement allows students to be active learners. Engagement can be boosted by both environmental and design factors. General education engagement techniques that are utilized include collaborative projects/assignments, frequent check-in's, peer tutoring, multimodal instructional delivery, movement breaks, learning choices, and meaningful use of digital tools, to name a few.

ASSESSMENT

Assessment refers to a student's ability to demonstrate knowledge and understanding of skills and content. Multiple types of assessment are employed as part of the District's general education program. Formal assessments such as tests, quizzes, and ongoing performance benchmarks (i.e., writing and project completion) are interwoven into learning. Variety in assessments is just one integrated support found in classrooms. Additional examples of these types of supports include extended or shortened time, previewing question types, and providing visual instructions.

SUPPORTING STUDENT LEARNING

The following list is representative of, but not limited to, strategies that classroom teachers have effectively employed in meeting the individual needs of general education students. Accommodations may involve classroom instruction, student responses and performance criteria, and altering teaching environments or materials.

CURRICULUM/INSTRUCTION/ASSESSMENT STRATEGIES

- Provide preferential seating/flexible seating arrangements
- Co-teaching
- Break down tasks into manageable steps
- Provide homework assignment books and journals for homework follow-up
- Frequent progress monitoring and feedback to student on progress
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Repeat or re-teach concepts with a different approach
- Repeat and clarify directions
- Provide cueing and “wait time” or “think time” to encourage participation
- Arrange partner or small group instruction
- Allow extended time for tests that determine a student’s knowledge or mastery of content
- Provide scheduled or unscheduled breaks
- Allow the use of word processing for assignments and assessments
- Provide multimodal presentation of instruction and materials
- Provide manipulatives
- Provide reference tools, websites and textbooks for homework support
- Provide study guides
- Instruct students in study skills, note taking and model these skills during instruction
- Teach students to use graphic organizers
- Utilize alternative assessments: oral, multiple choice, computer-based (except reading tests)
- Utilize technology and computer assisted instruction
- Offer a copy of teacher or peer notes, Powerpoint presentations, and/or note taking templates
- Develop student contracts or academic improvement plans
- Allow alternatives to assignments requiring copying
- Cue student prior to transitions
- Use rubrics and examples of completed assignments and projects
- Schedule before or after school help sessions
- Employ flexible or cluster groupings
- Administer assessments in shorter periods
- Preview language of test questions
- Provide visual directions
- Provide tests orally and/or read test to student

BEHAVIORAL INTERVENTION STRATEGIES

- Post classroom expectations in view of all students.
- Teach behavioral expectations across settings and review/reteach following school breaks.
- Arrange seating to prevent behavioral difficulties.
- Develop student contracts or individual behavioral improvement plans with motivating incentives.
- Utilize charts and graphs to monitor expectations.
- Offer mindfulness breaks and calming strategies.
- Include movement breaks and energizers during instructional periods.
- Provide self-monitoring checklists, coaching, and strategies.
- Communicate with parents regarding expectations and shared incentives
- Define clear and consistent expectations.

ORGANIZATIONAL STRATEGIES

- Provide a daily visual schedule and agenda.
- Provide all assignments in writing.
- Utilize flexible groups.
- Implement a progress monitoring system with students.
- Use cooperative learning strategies.
- Increase parent communication; share common strategies between school and home.
- Use graphic organizers with students.
- Check for understanding and review.
- Have the student repeat directions.
- Use study sheets to organize material.
- Create long-term assignment timelines.
- Check the homework planner for accurate recording of assignments.
- Post homework and assignments online.
- Access Assistive Technology supports

MATERIALS

- Adjust arrangement of material on page
- Utilize audiobooks
- Offer textbooks or information resources in digital format
- Use supplementary materials to support key concepts

- Offer large print materials
- Provide marker to guide reading
- Offer large graph paper for math
- As appropriate to the grade, encourage all students to use an assignment notebook
- Offer access to computers, iPads, and other specialized hardware, as needed
- Adapt physical appearance of worksheets/packets/assessments

PARENT SUPPORTS

- Parents are encouraged to consult with classroom teachers for learning support to extend classroom instruction into the home setting.
- As noted in “Personnel Consultations,” parents can also initiate consultation with school staff members for problem solving and discussion.
- Through grade 8, Lexia is available to students for use at home in practicing reading fluency.
- The District offers presentations to families including anti-bullying strategies, dealing with children’s anxiety, and developing executive functioning skills within everyday home activities.
- The homework policy at the elementary level has been revised to foster enrichment, application, and practice and collaboration between home and school.

SOCIAL-EMOTIONAL SUPPORTS

- Access to guidance staff (i.e., school counselor, adjustment counselor, school psychologist) for 1:1 or small group counseling
- Developmentally-appropriate classroom lessons
- Safety planning and re-entry meetings
- Family consultation and resource sharing
- College & Career Counseling
- School-to-Work Bridge Program at the secondary level