DISTRICT CURRICULUM ACCOMMODATION PLAN

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP), which is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. 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 School District Mission Statement:

The Ipswich school community is committed to developing, in all students, the knowledge, skills, and attitudes needed to succeed and excel throughout life.

Supporting Student Learning

The following list is representative of suggested strategies, but not inclusive of all strategies that may be successful with individual students. Accommodation may involve classroom instruction, student responses and performance criteria, teaching environments or materials. The supports are considered "District Accommodation" strategies because they are available to all students, on an as-needed basis, as determined by the general education teacher. Classroom teachers are aware that, although not all of their students will actually require all of the accommodations, use of the accommodations does not require a prerequisite condition such as testing or identification as a special education student or student with Section 504 needs.

Ipswich Public Schools Instructional Support Teams

Instructional support teams are building-based groups of teachers and counselors who 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, attendance, and/or social-emotional challenges.
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 may include, but are not limited to the following:

<table>
<thead>
<tr>
<th>Personal Consultation</th>
<th>Intervention</th>
</tr>
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<tbody>
<tr>
<td>Assistive Technology Specialist</td>
<td>Reading Support</td>
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<tr>
<td>Guidance Counselor</td>
<td>Math Support</td>
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<tr>
<td>Reading Specialist</td>
<td>Academic Support</td>
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<td>School Adjustment Counselor</td>
<td>MCAS Preparation</td>
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<td>School Social Worker</td>
<td>Developmental Guidance</td>
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<tr>
<td>School Psychologist</td>
<td>Social Skills Curriculum</td>
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<td>Counseling - 1:1 or small group</td>
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<td>Direct help with classroom teacher</td>
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<td></td>
<td>Assistive Technology</td>
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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 environment learning tools, supports, and method of instructional delivery. A few examples of these types of supports are 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.

ENGAGEMENT

Engagement refers to a student’s ability to meaningfully interact with his/her learning. Engagement refers to a student’s need to be an active learner. Engagement can be boosted by both environmental and design factors. Regular education engagement techniques include collaborative projects/assignments, frequent check-ins, peer tutoring, multi-modal instructional delivery, movement breaks, learning choices, and meaningful use of technology 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 used in the regular 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.
Environmental/Technological Supports
- Provide preferential seating and/or flexible seating arrangements for priority access to instruction
- Arrange partner or small group instruction
- Provide scheduled or unscheduled breaks
- Allow the use of word processing for assignments and assessments
- Be alert to environmental distractors such as background lighting or noise and provide ways to mitigate their impact (e.g., move a student with noise sensitivity away from the sound of the heating unit)
- Offer a copy of teacher or peer notes, Powerpoint presentations, and/or note-taking templates
- When possible, circulate the classroom to monitor student engagement
- Use technology and computer assisted instruction

Accommodations to Delivery of Instruction
- Break down tasks into manageable steps
- Provide homework assignment books 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
- Utilize peer tutoring
- Provide cueing and “wait time” or “think time” to encourage participants
- Utilize multi-modal presentation of instruction and materials
- Offer access to manipulatives
- Provide reference tools, websites, and textbooks for homework support
- Utilize study guides
- Instruct students in study skills and note taking and model these skills during instruction
- Teach students to use graphic organizers and templates as supports for both written expression, as well as way in which to organize their notetaking.
- Develop student 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- and after-school review sessions
- Employ flexible groupings
- Pre-teach vocabulary
- Utilize pictorial and visual directions
- Teach students to recognize implicit cueing such as bold and highlighting in texts
- Use concrete examples of concepts before teaching the abstract
- Allow use of occupational/stress management tools (i.e., stress balls, weighted vests, fidget toys, etc.)
- Frequent reminders of due dates
Accommodations to Assessments

- Allow extended time for assessments when appropriate, up to 50% additional time, in order for a student’s knowledge or mastery of content to be demonstrated
- Provide multi-modal assessment to demonstrate knowledge of content or process
- Utilize alternative assessments, i.e., oral, multiple choice, computer-based (except reading tests)
- Utilize technology and computer-assisted assessment
- Administer assessments in shorter periods
- Preview language of test questions
- Provide visual directions
- Elementary: Provide tests orally and/or read test to student
- Allow the use of noise cancelling earplugs or headphones (not attached to a device)

BEHAVIORAL INTERVENTION STRATEGIES

- Post clear and consistent classroom expectations in view of all students
- Discuss and post classroom norms and standards of behavior
- Teach behavioral expectations across settings and review/re-teach following school breaks
- Arrange seating to prevent behavioral difficulties or natural distractions
- Develop individual behavioral improvement plans with motivating incentives
- Utilize charts and graphs to monitor expectations
- Include movement breaks and energizers during instructional periods
- Provide self-monitoring checklists, coaching, and strategies
- Offer check-ins to reinforce positive expectations and review progress
- Parent and student communication regarding progress
- Allow student to access counselor, when needed
- Help students identify and build relationships with trusted adults in the community

ORGANIZATIONAL STRATEGIES

- Provide daily visual schedule and agenda
- Provide all assignments in writing
- Implement a progress monitoring system with students
- Use cooperative learning strategies
- Increase parent communication, share common strategies between school and home
- Use graphic organizers
- Check for understanding and review
- Have the student repeat directions in his/her own words
- Use study sheets to organize material
- Create timelines for long-term assignments
- Check homework planner for accurate recording of assignments
- Post homework and assignments online
- Access assistive technology supports
MATERIALS

- Adjust and adapt physical appearance of worksheets/packets/assessments
- Audiobooks
- Textbooks in digital format
- Use of supplementary materials to support key concepts
- Offer large print or electronic material
- Provide marker to guide reading
- Offer large graph paper for math
- Require all students to use an organization system to keep track of assignments and deadlines (i.e., assignment notebook, smartphone calendar apps)
- Access to computers for written assignments
- Provide page numbers for easy location of materials

PRE-REFERRAL PROCESS