

# **HANOVER PUBLIC SCHOOLS**

## **Hanover, Massachusetts**



## **District Curriculum Accommodation Plan (DCAP)**

***Vision Statement:***

Hanover Hawks will soar and succeed without limits.

***Mission Statement:***

The Hanover Public Schools prepare students to soar and succeed by upholding the highest expectations for teaching and learning. We engage all learners within a welcoming, challenging, and supportive learning environment by promoting:

- Meaningful and relevant curricula
- Opportunities for character development, self-responsibility, and leadership
- A culture of curiosity, creativity, empathy, and inclusion
- A community where all feel welcomed
- Enrichment opportunities in the arts, athletics, and fundamental life skills
- Transparent and trusting relationships

## **District Curriculum Accommodation Plan (DCAP)**

### **What is a DCAP?**

The DCAP provides a framework for each school to establish a process to ensure all efforts have been made to meet students' needs in regular education by supporting the needs of all learners. It provides an accounting of resources and accommodations available to students and classroom teachers.

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

***In 2001, Ch. 71 of the Massachusetts General Laws was amended to add Section 38Q½.***

*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 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 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 family involvement.*

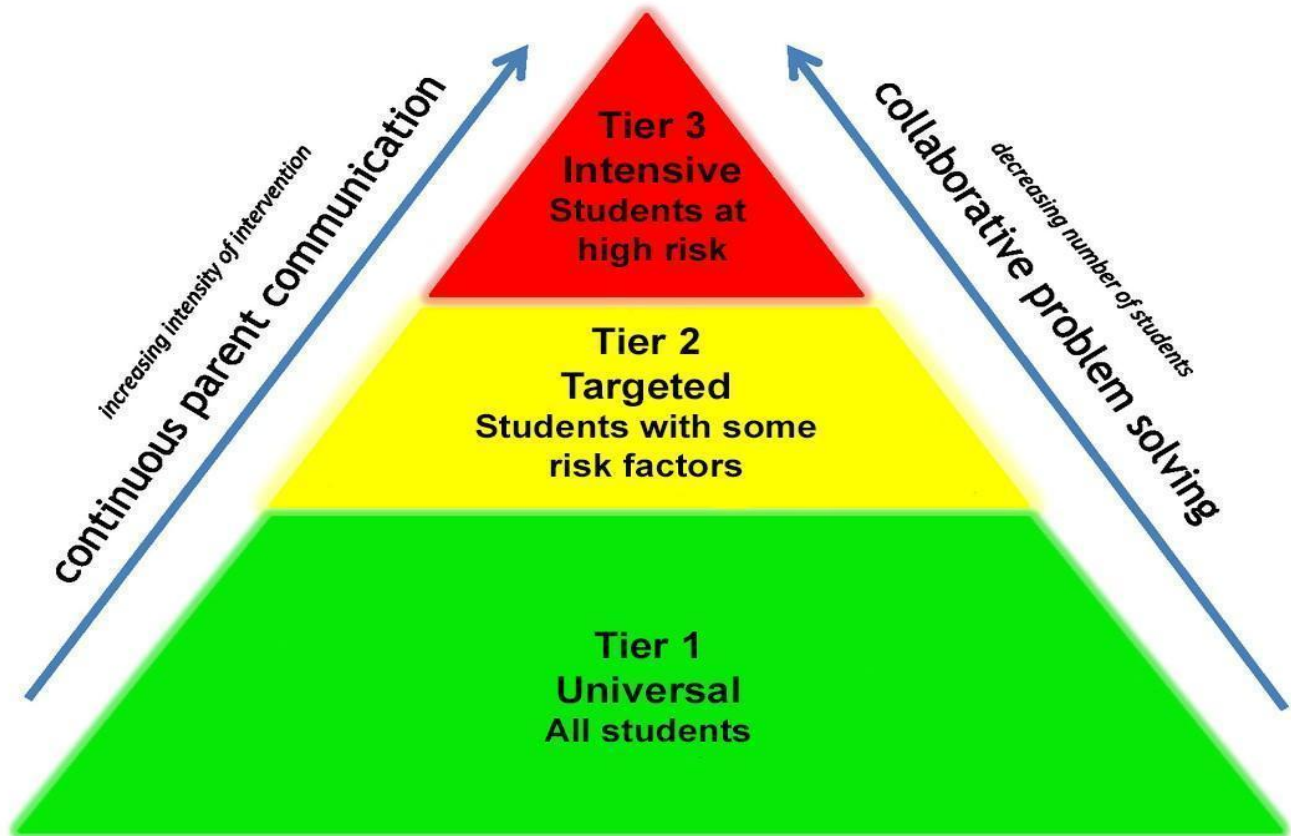
### ***Mass General Laws, Chapter 71, Section 59C***

*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 the formulation of a school improvement plan, as provided below.*

### **What is the purpose of the DCAP?**

- 1.) To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom
- 2.) To identify services, support, and instructional delivery options available within general education settings
- 3.) To document instructional interventions available for learners
- 4.) To outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching
- 5.) To provide a list of accommodations as a resource to meet the needs of various learners.

## Multi-Tiered System of Support (MTSS)



**MTSS** is a system designed to meet the needs of all students by ensuring that schools optimize data-driven decision-making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth academically, behaviorally, and social-emotionally. To realize this success, multi-tiered systems must be supported by leadership, implementation, and competency drivers to ensure that all district resources are focused on supporting our students, who can and will learn and succeed with our support.

### **Tier 1: Universal Support**

These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator Effectiveness Guidebook for Inclusive Practice, 2017)

### **Tier 2: Targeted Support**

Tier 2 supports occur in addition to the supports that happen in Tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice skills necessary for core instruction. Tier 2 supports are provided for all students who need them. Tier 2 services may or may not supplement special education services for students with an IEP, depending on the individual student needs.

### **Tier 3: Intensive Support**

Tier 3 provides more intensive support. These are often explicit, skills-based, focused interventions that occur individually or in very small groups. Again, Tier 3 supports are provided for all students who need them. Tier 3 is not synonymous with special education.

## **Student Access to Supports, Interventions, and Accommodations**

### **How do students gain access to the supports, interventions, and accommodations noted within the DCAP?**

All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies, and other actions from which the teachers and collaborating staff may select appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

Student Support Teams (SST) and Data Teams meet regularly and provide general education teachers the opportunity to work collaboratively to find accommodations and interventions to meet the needs of students. Consultations with specialists who can provide important information and expertise to the general education teacher are a common part of the SST meeting. Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and remediation are planned. Collaboration with the general education teacher is an important component of the success of this collaboration. Parent/Guardian communication is an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.

### **Overview of Accommodations**

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom 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 they know or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be considered *best educational practices*. Accommodations typically fall under four key categories:

**Setting** (location): Examples include small groups, 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 students, etc.

**Response** (how the student responds back to show understanding): Examples include use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or "specially designed instruction," and those are only

appropriate for students on an Individualized Education Program (IEP.) Modifications are significantly different than those provided to typical peers and overseen by someone with a special license.

- *The asterisks\* next to the strategies below indicate accommodations for English Language (EL) students.*

## **SETTING**

### **Location**

- Small group\*
- Preferential seating\*
- Quiet location
- Utilize transition cues\*
- Visual schedule posted
- Flexible seating
- Routines/locations for materials
- Alternate/quiet testing environment
- Daily routine in familiar setting\*
- Allow access to alternative work space

## **PRESENTATION**

### **How the teacher shares information**

- Preview/repeat directions\*
- Provide models\*
- Word/sound walls\*
- Visuals providing verbal information\*
- Strategy charts
- Anchor charts
- PBIS routines and structures
- Provide individual help in the classroom\*
- Utilize technology\*
- Provide agenda
- Provide established daily routine
- Clear and consistent expectations
- Teacher check-ins\*
- Chunk assignments in small steps\*
- Chunk assignments in small steps with due dates
- Number/order tasks for task completion
- Provide exemplars\*
- Accessibility to visual schedule
- Task completion checklist
- Reteach concepts\*
- Pre-teach/re-teach vocabulary\*
- Provide an overview of the lesson before beginning\*
- Provide wait-time\*
- Partner/individual reading opportunities
- Checklist of writing
- Multi-modal instruction (visual, oral, pictorial)\*
- Color coding\*
- Multimodal presentations
- Hands on learning activities\*
- Transition cues
- Technology to support instruction\*
- Record lectures, instructions
- Access to copies of notes\*
- Preview key concepts\*
- Review key concepts\*
- Vary methods using repetition, less language, more examples, models
- Frequent checks for understanding\*
- Building background knowledge within the lesson
- Preview new vocabulary\*
- Provide overview of lesson before beginning\*
- Use concrete examples of concepts before teaching the abstract\*
- Reduce the number of new concepts presented at one time
- Monitor comprehension of language used during instruction
- Vary instructional groupings throughout lesson
- Utilize peer helpers
- Provide study guides
- Preview test vocabulary concepts
- Clarify test directions\*

- Teach testing taking strategies and provide practice
- Use vocabulary word banks\*
- Color/highlight operational symbols
- Use manipulatives\*
- Provide sample math problems
- Offer graph paper or lined paper
- Reduce the number of math problems\*
- Use of rubrics for what's essential
- Use "I notice statements"
- Use of social stories
- Pre-teach social cues and expected social behaviors\*
- Deescalation check-out
- Approach student with "how can I help" ...
- Prep students prior to calling on them in class
- Explicitly teach expected behaviors, routines, and procedures of the classroom\*
- Use literature connections to teach/review behaviors
- Frequent communication with families
- Avoid power struggles
- Prevention strategies
- Withhold attention or responses to minor attention seeking behaviors
- Speak privately with students about inappropriate behavior
- Ensure understanding of all parts of an assignment
- One page at a time vs a packet of papers
- Eliminate copying from the board
- Breaking assignments into smaller segments\*
- Paraphrase information
- Slow the rate of presentations\*
- Written directions to supplement verbal directions
- Provide one-step directions
- Keep sentence structures simple
- Ask students to repeat back directions
- Reduce the amount of background noise
- Gain student's attention before presenting key points
- Utilize visual aids\*
- Communicate changes in routine/schedule
- Intentional grouping of peers\*
- Checklist for writing mechanics\*
- Teacher think-alouds: explain your thinking as you write or read\*
- Direct instruction of editing skills
- Conference with students on editing writing\*
- Use of familiar formats-graphic organizers
- Highlight appropriate writing lines to assist with letter formation
- Provide guide letters, words, or sentences to trace or copy for practice
- Alphabet strips, number lines for reference
- Provide the student with choices\*
- Assign classroom job or leadership role

## **TIMING**

### **Any consideration for time within the learning environment**

- Time of day
- Length of time
- Extended time for assignments
- Chunking assignment into smaller parts\*
- Additional time for testing\*
- Well managed transitions
- Limit teacher talk time\*
- Advance warning of transitions
- Change activities frequently to accommodate short attention spans
- Provide time suggestions for task completion
- Individual cue to begin work for reluctant starters
- Check on progress in the first few minutes of work
- Identify a STOP time for students
- Use visual timers
- Alternate teacher talking time with student activity
- Additional snacks due to health needs
- Movement breaks

## **RESPONSE**

### **How the student responds back to show understanding**

- Graphic organizers\*
- Alternative writing tools
- Keyboarding
- Reduce number of problems\*
- Utilize “dipstick” strategies
- Progress monitoring\*
- Reduce homework assignments/workload\*
- Provide choices for student responses rather than open ended questioning\*
- Provide wait time for responses\*
- Cursive or printing option
- Set realistic and mutually agreed upon expectations for neatness
- Provide a scribe\*
- Green dot on paper to indicate where to begin
- Type or record answers orally\*
- Provide a variety of question types
- Allow use of calculator, number line, multiplication tables, or reference sheets\*
- Opportunity to review and resubmit work
- Resources and visuals to reinforce proper use of mechanics
- Fill in the blank options instead of writing a whole assignment\*
- Use rubrics for clear expectations
- Highlight items that are correct and avoid marking responses that are wrong\*
- Administer tests in short periods\*
- Allow for extended time for assessments or assignments
- Use of word bank\*
- Pencil grip
- Allow tests to be taken orally\*
- Individualized assessments\*
- Provide sample problems in math

### **Behavioral Intervention Strategies**

- Post classroom expectations in view of all students
- Utilize charts and graphs to monitor expectations in the environment
- Flexible seating
- Allow access to counselor office
- Allow access to cooling off space
- Calming spot in the classroom
- Reduce environmental distractions
- Token systems for preferred activities
- Check in/check out procedures
- Develop student contracts or individual student behavior plans
- Contact and facilitate family support/strategies to establish home-school communication system
- Consult with school psychologist, school adjustment counselor or related service staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Provide a peer mentor
- Use consistent positive behavioral language and positive reinforcement

## **General Education Services and Support**

### **Student Support Structures**

*Support structures that are available to students through general education, including support to address the needs of students whose behavior may interfere with learning.*

- ❖ Second Step
- ❖ Individual behavior plans
- ❖ Counseling
- ❖ Morning meetings-classroom

- ❖ Tier II and III intervention
- ❖ Limited English proficient services (LEP)
- ❖ Lunch bunch groups
- ❖ Lexia, i-Ready
- ❖ Chromebooks
- ❖ Positive Behavior System (Early Childhood)
- ❖ Community meetings
- ❖ Assemblies
- ❖ Differentiated instruction
- ❖ Positive Behavior Intervention System
- ❖ Common assessments
- ❖ Reading Specialists
- ❖ Tutor support
- ❖ Kindergarten playdate
- ❖ Student Open Houses (before the first day of school)
- ❖ Student Intervention Team (SIT)
- ❖ Safety drills
- ❖ Free lunch
- ❖ Free breakfast

### **Academic Structures and District Resources**

*Systems, structures, and curriculum tools to support direct and systematic instruction in literacy and other curriculum areas for all students.*

- ❖ Wonders
- ❖ Lexia
- ❖ Handwriting Without Tears
- ❖ Foundations
- ❖ Orton Gillingham
- ❖ Wilson
- ❖ Framing Your Thoughts
- ❖ Read Naturally
- ❖ enVision Math
- ❖ Focus Math
- ❖ DIBELS 8 (Elementary, Middle)
- ❖ i-Ready (Elementary, Middle)
- ❖ Differentiated Instruction
- ❖ English as a Second Language Instruction
- ❖ Assessment instruments to monitor progress
- ❖ MCAS analysis progress monitoring
- ❖ Kindergarten screening
- ❖ Common assessments in reading and math
- ❖ EarlyBird Screener
- ❖ Growth Mindset
- ❖ Mindfulness

### **Teacher and Staff Support Structures**

*Support for teachers, such as professional development that will help them analyze and accommodate various student learning needs and support teacher collaboration.*

- ❖ New Teacher Induction
- ❖ New Teacher Mentoring
- ❖ School based professional development
- ❖ District based professional development
- ❖ Student Intervention Team (SIT)
- ❖ Grade level meetings
- ❖ Professional Learning Communities (PLCs)
- ❖ Faculty meetings
- ❖ School based data teams
- ❖ Department Heads
- ❖ Nurse and Health Office
- ❖ Principals/Assistant Principals
- ❖ School based Special Education Administrators
- ❖ School Resource Officer
- ❖ Reading Specialists
- ❖ Math Coach
- ❖ Curriculum Director, K-6
- ❖ Curriculum Director, 7-12
- ❖ Common planning time
- ❖ SMART PD
- ❖ Limited English proficient teachers
- ❖ SEI Endorsement Workshops
- ❖ Guidance and Adjustment Counselors



- ❖ School Psychologists
- ❖ Diagnostic screenings
- ❖ DIBELS 8
- ❖ WIDA testing
- ❖ i-Ready Math and Reading Assessments
- ❖ Common Assessments
- ❖ Teacher evaluation and goal setting
- ❖ Board-Certified Behavior Analyst (BCBA)
- ❖ A.L.I.C.E Training

### **Family and Community Support Structures**

*Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

- ❖ School Messenger communication system
- ❖ HPTA/PTA meetings and sponsored events
- ❖ Curriculum Nights
- ❖ Teacher Conferences
- ❖ Parent/Guardian Transition Meetings
- ❖ Student Transition Meetings
- ❖ Kindergarten screening
- ❖ District and school websites
- ❖ Special Education Parent Advisory Council (SEPAC)
- ❖ SEPAC sponsored workshops
- ❖ School Committee
- ❖ Parent/Guardian Information Nights
- ❖ Classroom newsletters
- ❖ Standards-based report cards (Elementary)
- ❖ Report cards/progress reports (MS,HS)
- ❖ Student performances
- ❖ F.A.C.E
- ❖ Room Parent(s)/Guardian(s)
- ❖ Volunteer opportunities (school and class)
- ❖ Forward facing documents (Middle/High)
- ❖ School Councils
- ❖ District Committees