

Oxford Public Schools

District Accommodation Plan

What is a District Curriculum Accommodation Plan (DCAP)?

Massachusetts General Laws requires 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. Specifically, the DCAP is intended to aid teachers in identifying and accommodating the wide range of student learning styles and needs that exist in any school or classroom. By describing in a document the accommodations and instructional supports and strategies that are available in general education and the process for determining effective interventions for struggling learners, it is hoped that the DCAP will help support diverse learners in our schools.

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.”

Purpose of the DCAP:

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners
- To highlight support services and instructional delivery options available within general education settings
- To note instructional interventions available for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching

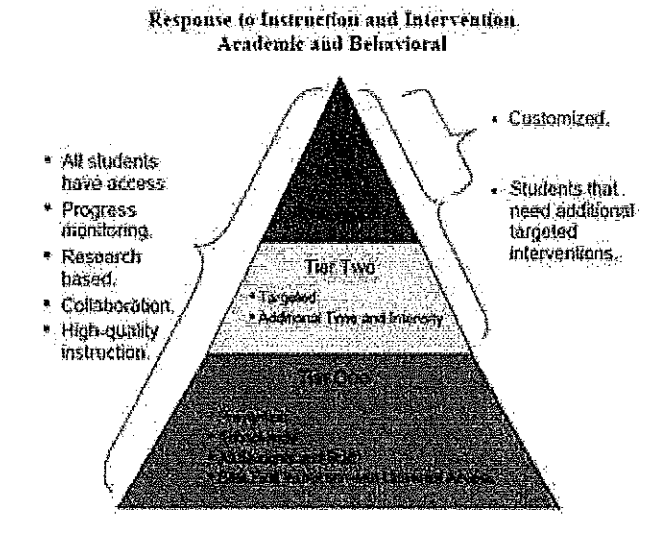
The following statements reflect the district’s philosophy of teaching and learning:

- All students can learn and should have opportunity to reach their full potential
- 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
- Students will have different responses to curriculum, instruction, and assessment
- Students require different amounts and types of instructional support

The DCAP that follows is grounded in this philosophy of teaching and learning. It provides an accounting of resources and accommodations available to students and classroom teachers. In addition, the DCAP provides a process that each school follows in order to support struggling learners.

Tiered Instruction¹

Oxford schools strive to deliver instruction through flexible tiers which provide students with increasing levels of support that match their specific needs. Data from universal screenings, continuous progress-monitoring, and formative assessments are used to make instructional decisions throughout the tiered process.



Tier 1 represents the core curriculum and instruction provided to all students. All students receive academic instruction and behavioral supports that include differentiation and extension activities. Eighty to ninety percent of the total student population learns key concepts, content and skills through instruction in this tier. Each school offers a high-quality core curriculum and instruction program that is effective, engaging, and developmentally appropriate.

Administrators, grade-level teams, and teachers within this environment work to ensure that they are teaching a core curriculum that is designed using state frameworks and that is vertically aligned through the grades. Teachers work to ensure that classroom instruction is differentiated to serve the needs of all students and that a method is used for assessing the effectiveness of the core curriculum on a routine basis. School personnel are skilled at providing large and small group differentiated instruction aligned with individual students' developmental levels and learning needs.

Since reading is critical to building knowledge across content areas, responsibility for students' literacy development must be shared within schools. While teachers of English language arts hold a special role in literacy development, teachers in other areas have an important role in literacy development as well. In a tiered model, all teachers are responsible for using their content area expertise to help students meet the challenges of reading, writing, speaking, and listening in their respective disciplines.

In the tiered model, universal screening procedures and data collection systems are used to identify, as early as possible, those students needing additional support in mastering key academic and behavioral concepts and skills. Once students are identified as being at risk of not meeting grade-level expectations, they are provided targeted, short-term interventions. This quick response will allow students to learn the essential skills all successful learners must acquire to be able to access fully the core curriculum.

¹Adapted from The Massachusetts System of Tiered Instruction guidance document <http://www.doe.mass.edu/sped/docs.html>

Tier 2 provides students with research-based interventions through targeted small group work or extra instructional time. These interventions enhance, support, and provide access to the core curriculum and are provided in addition to the core instruction. Five to ten percent of the total student population receives instruction through supplemental interventions in this tier.

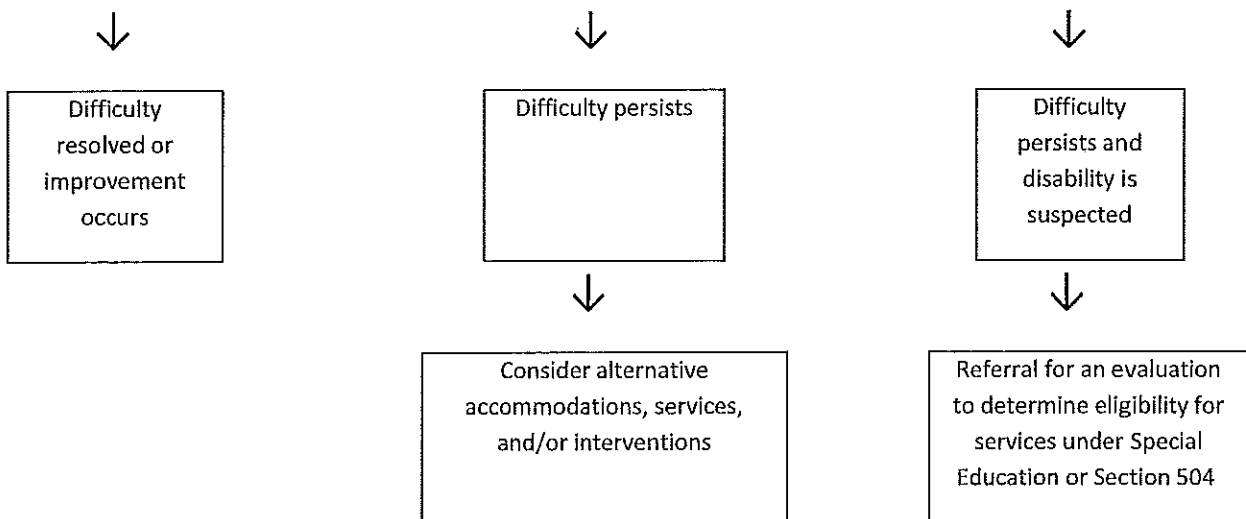
Tier 3 provides intensive interventions to students who are at substantial risk of not meeting grade-level expectations. These students are identified through universal screening, progress-monitoring, and assessment data. Intense interventions are provided to struggling learners for longer periods of time, and the students' progress is monitored with increased frequency. These interventions are provided in addition to the core instruction. One to five percent of the total student population receives instruction through these intensive interventions.

Intervention process for a student who is experiencing difficulty²:

Gather Available Information and Identify Student Strength and Need	
Consult with student, parents, and other professionals	Conduct observations of student in multiple environments
Consider cultural and linguistic background of student	Assess student's performance in different content areas
Review student work	Identify student's learning profile
Review student's educational history	Review student's work habits
Identify and Implement Strategies	
Accommodations to the core curriculum	
Accommodations in teaching strategies, learning environment, or instructional materials	
Use of instructional support services, consultive services, building based teams, enrichment programs, and academic Support programs	



Monitor Student Progress



² The law requires that no instructional support program or any other intervention limit the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parent consent to evaluate, the evaluation information from the instructional support program should be made available to the special education team to

consider when determining if the student is eligible for special education or accommodations under Section 504—keeping in mind that there are different eligibility criteria for these two processes.

District and School Systems of Support

Core instruction in the regular education classroom provides a rich educational experience for all students. The district is committed to maintaining strong core instruction so that all students are adequately supported to access and benefit from the core curriculum in the general education classroom. Schools strive to make the regular education classroom an appropriate placement for all students.

Working together, general and special educators provide support to each other to address student learning needs. As a result, learning is supported through a clearly defined curriculum, differentiated instructional practices, and varied programs and services geared to individual student needs.

Below is a list of systems and structures in place to assist teachers and leaders in addressing varied student needs in the regular education classroom.

Assistance to regular education classroom teachers, such as professional development that will help them analyze and accommodate various students' learning needs.

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| New teacher orientation | Educational Team Leaders |
| Teacher mentoring program | Grade level specialized instruction liaisons |
| District and school based professional development | English Language Learners (ELL) Specialist |
| Building Based Teams (BBT) | Adjustment and Guidance Counselors |
| Common planning time | Diagnostic screenings (i.e. Kindergarten screening, DIBELS, MAP, etc.) |
| Grade level meetings | Common Assessments |
| Department meetings | Curriculum Maps |
| Faculty meetings | Mid-term exams |
| School/district data teams | Universal Design for All |
| Department heads | Title I teachers |
| Reading specialists | |

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

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| Second Step | Functional Behavior Assessment |
| Conflict resolution | BBT |
| Peer mediation | After School Tutoring |
| Student Council | Homework Center |
| Behavior Plans | Transitional Support Room |
| 504 Plans/IEPs | ELL support |
| Counseling (adjustment and guidance counselors, school psychologists, social worker) | Reading and Math Interventions |
| Morning, Community, and/or Classroom Meetings | Title I Interventions in reading and math |
| Social Emotional Learning (SEL) | Compass Program |
| Guidance Seminar | Student Support Team |
| Responsive Classroom | MCAS support classes |
| | After School Enrichment |

Systems, structures, and frameworks to support direct and systematic instruction in English Language Arts for all students.

District K-6 Reading series	Reading specialists
Keys to Literacy including coaches	Title I reading support
ELA Curriculum maps	Reading assessments-DIBELS, MAP, MCAS
ELA common planning	Common Assessments, grades
ELA vertical team meetings	John Collins Writing Program
ELL instruction	Six Traits Writing
Differentiated instruction	Universal Design
Fountas and Pinell	Foundations
A-Z Readers	SEI Training/Certification
Empowering Readers	Wilson Reading
Fluency checks/Progress monitoring	Data targeted instruction
Leveled readers	

Efforts to support teacher mentoring and collaboration.

New teacher orientation	Collaboration and co-planning with specialists
Teacher mentoring program	School based data teams
Professional development for new hires	Faculty meetings
Grade level common planning	Climate committee (OMS)
Department meetings	Teachers 21
Monthly support meetings	Learning observations

Efforts to encourage parental involvement in the child's education.

School Councils	Superintendent Listening Tours
Open House	Principals Coffee
PTO, FOMS, Boosters	Parent Information Nights
Special Education Parent Advisory Council	School-Based Committees (Bussing, scheduling, safety, etc.)
Parent/Teacher Conferences	School Newsletters
Community All-Call System	iParent
School/district web page	College Admissions Night
Parent volunteers	Social Media
College Financing Seminar	

Definition of Accommodations: Tools and procedures in the areas of presentation, response, timing/scheduling, and setting that provide equitable instructional and assessment access for students with disabilities. Accommodations increase access to instruction and assessment. The changes are made in order to provide a student with equal access to the curriculum and an equal opportunity to demonstrate their knowledge. Accommodations do not substantially change the instructional level, content, or performance criteria.

Teachers can modify instructional variables in many different ways and all teachers have ideas about how, when, and why to adjust their instruction. Professional guides and resources offer extensive support in this area. The “Pre-referral Intervention Manual: The Most Common Learning and Behavior Problems Encountered in the Educational Environment” by Stephen McCarthy and Kathy Cummins is available for reference.

Accommodations do not reduce learning expectations.

Any student who is not being successful with the regular method of instruction may need accommodations

In determining accommodations for student:

1. What are the students’ learning strengths?
2. What are the students’ learning needs?
3. How do the needs affect the achievement of grade level standards?
4. What does the student require to access curriculum?

Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum Below is a list of accommodations that support access to the core curriculum. This list is not intended to be exhaustive but rather highlights possibilities.

Organizational Strategies

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| Provide agenda | Clear and consistent instructions and expectations |
| Clear homework recording system | Break assignments into small, clear steps |
| Teacher web pages | iParent |
| Frequent progress reporting | Google Docs |
| Number/order steps for task completion | Student email and Google/Universal Drive |
| Provide templates and models | Well managed transitions |
| Provide due dates for separate steps | |

Motivational Strategies

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| Goal-setting as an all class activity | Student of the month |
| Determine student interests and learning styles and then design flexibly activities accordingly | Honor roll celebration |
| Build student contracts and allow the student to determine contract requirements | Provide the student with formative feedback within the classroom |

Behavioral Strategies

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| Change/assign seating | Use timer |
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Provide incentives and positive reinforcements
Develop behavior plan/charts
Define clear and consistent rules
Frequent communication with parents

Allow break
Be mobile around the teaching space
Develop student/teacher contract
Allow student to see counselor as needed

Provide study guides
Provide alternative assessment options
(ex: allow for oral assessment)
Preview test vocabulary/concepts/procedures
Untimed or extended time if needed
Administer test in short periods

Assessments

Use of Universal Design
Allow for oral responses
Read test aloud
Proctor test in small group or alternate setting
Provide examples of proficient work
Scribe student responses

Instructional Strategies

Differentiated instruction
Multi modal presentation of information
Hands on learning activities
Include transition cues
Break tasks into smaller units or chunks
Provide wait time for responding to questions or
formulation discussion thoughts
Read material aloud
Minimize assignments requiring copying
Record lectures/discussion for reply
Reduce assignments for copying tasks
Repeat or re-teach key concepts
Frequent checks for understanding
Provide an overview of the lesson before beginning
Provide tracking tool
Math manipulatives, number line, multiplication
chart, etc.
Graph paper
Have student restate/paraphrase information to
assure understanding

Use rubrics
Close reading
Use technology assisted instruction
Kurzweil
Story mapping
Paired/echo reading
Use vocabulary/word banks
Scaffold
Pre teach vocabulary
Provide models and templates
Don't assume prior knowledge
Provide study guides
Post agenda/Learning Objectives
Highlight key points in written text/material
Instructional groupings
Math reference sheet
Use of graphic organizers
Calculator

Attentional Strategies

Change activities frequently to accommodate short attention spans
When lecturing, talk for no more than five minutes and then have a student-directed activity and check for
understanding
Plan varied activities during class period including at least one that allows for movement
Give directions and information in small units
Establish relevancy and purpose for learning by relating to previous experiences
Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for
correct answers
Seat student close to teacher
Make a positive personal comment every time the student shows any evidence of interest
Make frequent checks for assignment progress/completion

Give advance warning of when a transition is going to take place
Use physical proximity and touch to help student refocus
Provide an overview of the lesson before beginning

Modifying the Presentation of Material

Break assignment into segments of shorter tasks
Use concrete examples of concepts before teaching the abstract
Relate information to the student's experiential base
Reduce the number of concepts presented at one time
Monitor the student's comprehension of language used during instruction
Schedule frequent short conferences with the student to check for comprehension
Provide consistent review of any lesson before introducing new information
Allow student to obtain and report information utilizing: cassette recorders, dictation, calculators, typewriters/computers, interviews, and fact sheets
Highlight important concepts to be learned in text of material
Monitor the rate at which material is presented
Give additional presentation by varying the methods using repetition, simpler explanations, more examples, and modeling
Require verbal responses to indicate comprehension
Give frequent reminders of homework assignments
Provide clear, concise directions and concrete examples for homework assignments
Assign tasks at an appropriate reading level
Allow for the oral administration of tests
Check assignment sheet for accuracy

Modify the Environment

Seat student in an area free of distractions
Use preferential seating (please specify individual child preference for optimal learning)
Help keep student's work area free of unnecessary materials
Use checklists to help the student get organized
Frequently check the organization of the student's notebook
Provide opportunities for movement or allow student to stand, sit on ball, etc.
Organize to simplify transitions and collaborative activity
Allow adaptive lock
Study carrel
Teacher proximity while delivering instruction

Modify Time Demands

Increase time allowed for completion of tests or assignments
Reduce the amount of work or length of tests
Prioritize assignments and/or steps to completing assignments for the student
Space short work periods with breaks or change of tasks
Consistently follow a specific routine
Alternate quiet and active tasks
Set time limits for specific task completion

Modification of Materials for Students with Specific Concerns

Visual Motor Integration and Written Expression Difficulties

- Reduce the amount of copying from text and board
- Allow student use either cursive or manuscript
- Set realistic and mutually agreed upon expectations for neatness and spelling
- Let student type, record, or give answers orally instead of writing
- Avoid pressures of speed and accuracy
- Provide copies of notes
- Accept key word responses instead of complete sentences
- Use finger spacing strategy
- Universal Design
- Scribe
- Provide story starters
- Use of graphic organizers

Visual Processing Difficulties

- Highlight information to be learned.
- Keep written assignments and workspace free from extraneous and/or irrelevant distractions
- Provide clear and well-defined worksheets
- Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning
- Avoid having student copy from the board
- Have student verbalize instructions before beginning task
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining
- Large print text, page magnifiers
- Equipment for positioning paper or books

Organizational Difficulties

- Provide and post an established daily routine
- Provide clear rules and consistently enforce them
- Contract with student and use rewards for completion of contract
- Monitor the student's use of assignment book and check for accuracy
- Home/school communication
- Check the student's notebook to ensure the use of dividers, assignment sheet, and calendar
- Teach note taking skills
- Interactive note taking
- Highlight instructions
- Break longer assignments into smaller segments with manageable due dates with reminders

Provide a specific place for turning in completed assignments
Use of teacher web pages
Peer buddy

Language Processing Difficulties

Give written directions to supplement verbal directions
Slow the rate of presentations
Paraphrase information
Keep statements short and to the point
Limit use of abstract language such as metaphors, idioms, and puns
Keep sentence structures simple
Encourage feedback from student to check for understanding
Familiarize student with new vocabulary before beginning the lesson
Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
Alert student's attention before expressing key points
Ensure the readability levels of the textbooks are commensurate with the student's language level
Utilize visual aids such as charts and graphs
Utilize manipulative, hands-on activities whenever possible
Always demonstrate how new materials relate to previously learned information
Cue students by calling their names before asking questions

Use of Groups and Peers

Utilize cooperative learning strategies when appropriate
Assign a peer helper to check understanding of directions
Assign a peer helper to read important directions and essential information
Assign a peer tutor to record material dictated by the student

Assisting the Reluctant Starter

Give a personal cue to begin work
Give work in smaller units
Provide immediate reinforcements and feedback
Introduce the assignment in sequential steps
Check student for understanding of instructions
Check on progress often in the first few minutes of work
Provide time suggestions for each task
Provide a checklist for long detailed tasks

Dealing with Inappropriate Behavior

Establish clear and concise classroom expectations and consequences with class	Daily check in/check out
Model expected behavior	Avoid power struggles
Consistently reinforce expectations	Use praise generously
Avoid the use of confrontational techniques	Nonverbal cuing
De-escalation strategies	Regular communicate with parents
Encourage the use of calming strategies and relaxation techniques	Avoid criticizing the student in front of others
	Provide student with alternatives
	Ignore attention-getting behavior for a short time

Provide a safe place for “cooling off” or “regrouping”
Monitor levels of tolerance and be mindful of signs
of frustration

Assign activities which require some movement
Speak privately, without the audience of peers,
to student about inappropriate behavior

References/Resources

Differentiating Instruction for Students with Disabilities: Best Practices for General and Special Educators. Bender, 2008 (Corwin Press).

Pre-referral Intervention Manual: The Most Common Learning and Behavior Problems Encountered in the Educational Environment. Stephen McCarthy and Kathy Cummins, 2014 (Hawthorne Educational Services, Inc.).

Response to Intervention: A Practical Guide for Every Teacher. Bender & Shores, 2007 (Corwin Press).

Triton Public Schools District Accommodation Plan (October 2014)