



**NASHOBA
Regional
School
District**

**District Curriculum
Accommodation Plan
(DCAP)**

DISTRICT CURRICULUM ACCOMMODATION PLAN

The District Curriculum Accommodation Plan (DCAP) is designed to support our vision of *to educate all students to their fullest potential*. This vision is further supported by our Core Value of *"enhancing the learning and teaching process to enable and inspire students to achieve their potential."* The District Curriculum Accommodation Plan is designed to provide opportunities and instruction to all students through the general education program. The goal is to ensure that every effort has been extended on behalf of each student for the purpose of achieving his/her potential.

The District Curriculum Accommodation Plan (DCAP) is aligned with other District goals and policy documents including our Vision Statement, Core Values, District Improvement Plan, Strategic Plan, School Improvement Plans, and Professional Development Plan. The goals reflected in these documents include designing challenging learning experiences for all students, aligning state frameworks with district *Learning Expectations*, and developing an accountability system which safeguards against students progressing with unmet learning, which insures that students attain optimal academic progress.

Inherent in this vision is the expectation that natural partnerships are formed to support all students. All of our responses to intervention, including but not limited to targeted intervention strategies that engage differentiated instruction, best practices and in class supports from varied staff up to and including special education programming, and Section 504 plans are available depending on the circumstances, eligibility, and needs of the individual student. It is our goal to create a learning environment in which students receive the types of support and accommodations necessary to be optimally successful. These specific programs and services are designed to support and accommodate all students' needs. Any student may access accommodations included in the DCAP and in some cases a student will have a written plan outlining the specific accommodations from which he/she will benefit.

District Curriculum Accommodation Plan Response to Intervention

Essential Question . . .

Do you have a concern about the student's performance, profile, or progress?

- about academic performance
- behavioral, health, social or emotional challenges

Tier I ... (Classroom Teacher)

- Consult with last year's teacher
- Contact Parents
- Consult with School Nurse
- Consult with All Current Teachers
- Initiate School's Best Practices
- Collect Data:
 - Classroom Performance
 - School-wide Performance
 - District Assessment
- Identify and Implement Targeted Interventions;
- Seek support and feedback from colleagues
- Initiate RTI Tracking Protocol in Power School (PS)
- If concerns persist (four to six weeks), recommend to STAT (*Tier II*)

Tier II... Convene STAT Team

Share, discuss and analyze data from Power School RTI Tracking Protocol

- Is there an instructional deficit?
- Is there a skill deficit?
- Discuss Actions to be taken:
- Consider more/different data and/ or targeted interventions on Best Practices / DCAP; and,
- Update PS RTI Tracking Protocol; and/or,
- Refer to another community resource or district resource.
- Assign a Monitor
- Decide data to be collected
- Assess in 4 to 6 weeks
- Analyze new data
- Determine success (Repeat as necessary)
 - If successful, continue RTI Tier II Interventions.
 - Continue tracking by trimester/quarter adjust as appropriately.
 - If moderately successful, consider the following:
 - Revise Targeted Intervention Strategies as data supports; or,

Tier III...

If limited or no success ...

- Revise Targeted Intervention Strategies as data supports; and/or,
- Consider an evaluation for suspected disability
- Continue all interventions under Tier II until new information is available for the appropriate team to review

The written plan for the student accommodations should be entered in Power School at <http://powerschool.nrsd.net/admin/students/home.htm>. Tracking should occur at this site according to the team's determination (four to six weeks).

Note: The District has a responsibility for Child Find. All professionals are responsible to identify, locate and evaluate all children suspected of having a disability and/or requiring services under special education or a 504 plan.

District Curriculum Accommodation Plan

Strategies and Interventions

General Category	Resource
Support Services	Academic support classes (High School) Behavior Intervention Plans (BIP) Behavior Consultation Best Practices (School Based Agreement) Busy Hands (fine motor groups) Calm Training Conflict resolution and de-escalation training Crisis Intervention Team Developmental Design English Language Learner Services Enrichment Consultation Functional Behavior Assessment (FBA) Health Services Individual Student Support Plan (ISSP) MCAS Interventions McKinney Vento Services Responsive Classroom School Adjustment Counseling Second Step Section 504 Services School Nutrition Services Social Skills Groups Social Worker Services Student Advisory Program Special Education Services Targeted Interventions Title I Services
Personnel for Consultation	Adjustment Counselor (NRHS) Assistant Principals Assistant Superintendent 978-779-3008 Athletic Director 978-779-3012 Board Certified Behavior Analysts (BCBAs) Career Counselor Clinical Psychologist Director of Special Education 978-779-3014 Consulting Teachers (Literacy / Math) Early Childhood Coordinator 978-779-2041 ELL staff Guidance Counselors Health Services Coordinator 978-779-3039 Instructional Coaches Interventionists Literacy Specialists Library/Media Staff

Personnel for Consultation	Library and Media Coordinator 978-779-3030 Math Specialist McKinney Vento Coordinator 978-779-3039 Occupational Therapists Paraprofessionals Parents Physical Therapist Power School (data management system) Principals School Nurses School Psychologists 504 Coordinator 978-779-3039 Social Workers Special Education Teachers Special Education Team Chair Speech/Language Pathologists STEM Coordinator 978-779-3035 Student Assistance Team (STAT) Title IX Coordinator 978-779-3009 Superintendent 978-779-3002
Direct and Systematic Instruction	Balanced Approach to Literacy (Daily FIVE) Early Intervention Services Exemplars Flexible grouping Instruction and assessment aligned to Massachusetts Frameworks Instructional decision-making based on assessment data Literacy groups Open Response Rubrics & Anchor Papers Pacing Guides Reading Recovery Scientifically based reading programs Wilson Reading (Up through grade five) Writing Rubrics
Instructional modifications and/or changes	Computer Assisted Software Extended School Year Tutoring Google Applications Homework support School Extra Curricular and Enrichment Opportunities Temporary Educational Services (In Home /Hospital) Title I before/after school tutoring
Review of local curriculum in relation to state learning standards	ATLAS Common Assessments District Assessments (Aims-web, DRA, etc.) Grade and content area Standards and Benchmarks MCAS Analysis Pacing Guides Standards Based Report Cards Textbook Adoption Cycle

<p>Teacher coaching and collaboration</p>	<p>Common Planning Time (CPT) District Mentoring Induction Program for teachers new to NRS District Professional Development ELL Training Grade level and department meetings Job-alikes Mentee/mentor training Professional Learning Communities (School and District) Staff and District leadership teams: Calendar Committee Enrichment Committee Professional Book Discussion Groups Professional Development Committee School Health and Advisory Committee Standards-Based Reporting Committee Vertical Teams Summer curriculum projects</p>
<p>Community agencies and volunteers</p>	<p>Assabet Collaborative Community Partnership for Children Community service organizations Department of Children and Families Department of Mental Health Department of Developmental Service Department of Public Health Department of Social Services Department of Transitional Services Juvenile Court System (Children Requesting Assistance) NRHS Boosters' Club Parent Action Committees (PACs, Fundraising) Parent Teacher Organizations School Improvement Council Special Education Parent Advisory Council Volunteer programs</p>

District Accommodation Plan

Sample Student Accommodations

(This is not the only list to draw from, please consider any accommodations that the team considers from a wide array of resource lists.)

Curriculum/Instruction/Assessment Strategies	
Provide multi-modal presentations of materials	
Utilize further differentiated instruction and assignments	
Utilize alternate assessments (e.g. oral)	
Utilize peer teaching / buddy reading / study groups / peer mentor	
Model content area reading strategies	
Provide individual / small group help in the classroom	
Teach study skills strategies	
Utilize transition cues	
Provide challenging projects	
Utilize graphic organizers	
Utilize learning style approaches / multiple intelligence strategies	
Develop integrated curriculum projects	
Develop materials centered around student interests	
Utilize oral tests	
Provide option to redo tests / assignments	
Model content area strategies	
Pre teach	
Provide manipulatives	
Grade performance without homework	
Provide study guides / class notes	
Create flashcards	
Utilize miscue analysis and prescriptive teaching	
Utilize untimed / additional time tests	
Break down concepts / tasks / assignments	
Reduce workload/homework	
Include tactile activities	

Use homework / communication logs	
Provide wait time	
Provide reference tools	
Teach test-taking strategies	
Teach note-taking and study skills	
Tape record directions	
Prepare student ahead of time (re reading aloud, being called on, etc.)	
Utilize instructional posters	
Use mnemonic strategies	
Pre teach new curriculum vocabulary	
Rephrase questions when student struggles	
Utilize books on tape	
Tie material to student's personal experience	
Behavioral / Emotional Intervention Strategies	
Consult with interventionist, school psychologist, nurse, guidance counselor, etc.	
Utilize interventions by interventionist, school psychologist, nurse, guidance counselor, etc.	
Develop student-teacher learning contracts	
Implement Functional Behavioral Analysis/Behavior Intervention Plan	
Employ positive reinforcement/incentives/rewards	
Facilitate parent support/communication	
Provide individual / small group counseling	
Model appropriate behavior, body language, tone of voice	
Provide frequent and immediate positive feedback (verbal praise)	
Arrange preferred seating	
Utilize behavior charts	
Adjust classroom management strategies	
Incorporate stress release activities	
Have student wear earplugs	
Cue / remind student	
Use private reminders	
Teach decision making (e.g. rubric re "good decision making")	
Encourage self-monitoring plans	

Physical	
Arrange preferred seating	
Use visual/auditory aids	
Experiment with use of space	
Provide movement breaks	
Remove/reduce distractions	
Provide a designated study space	
Organizational / Structural Strategies	
Use school wide-agenda system	
Develop flexible / modified / reduced schedule	
Use flexible grouping	
Utilize team teaching	
Consult and co-plan with grade level team	
Provide frequent progress reports	
Change teams, teachers, course	
Cross grade levels	
Develop alternative assignments	
Use email reminders	
Utilize checklists (home & school)	
Utilize a timer / time line/ calendar	
Utilize rubrics	
Allow time for organization	
Provide deadlines	
Encourage accountability	

Technology	
Utilize computer-assisted instruction	
Incorporate appropriate software	
Provide calculators	
Tape record lessons	
Utilize computer labs and/or classroom computers	
Offer research assistance	
Utilize listening centers	

Individual School Best Practices will follow this page

Standard Best Practices

Proactive Classroom Management

Intentional student seating

School to home communication

Individual attention and precise/constructive feedback

Wait time

Clear, unhurried speech and instruction using effective language

Instructional Strategies

Directions and instruction in a multi-modal manner, clarified as needed

Connections with prior knowledge and personal interest

Memory techniques/Mnemonic devices

Introduction to key vocabulary

Lesson outline and class objectives

Instruction in study skills and organizational management

Activators and summarizers

Varied instructional activities, allowing for movement breaks (15-20 minutes per activity)

Student

Assessment Strategies

Varied forms of assessment (written and oral tests, presentations, projects, self assessment)

Chunking and breaking down of assignments with specific due dates

Formative Assessments (Frequent checks for understanding, ticket to leave activities, guided practice and review)

Instructional Materials

Graphic organizers

Study Guides

Class Notes

Agenda Book

Organized visual presentation (Font, page format, models/expectations)

*The **Nashoba Regional** Community works together to achieve high intellectual and ethical standards while discovering and developing the gifts and talents of all. Each member of our school community recognizes his or her role and responsibility in creating a learning environment based upon **Respect, Trust, Teamwork, and Enthusiasm.***

General Terms

Accommodations – Teaching practices intended to offset the effects of the disability to provide students with the opportunity to demonstrate their true ability. Accommodations often include changes in timing, setting, presentation, and/or how the student responds. Accommodations are included in both 504 plans and IEPs.

Co-teaching - Two or more people sharing responsibility for teaching some or all of the students assigned to classroom. Involves distribution of responsibility among people for planning, differentiating instruction, and evaluating. Co-teaching models include four main categories: supportive teaching, parallel teaching, complementary teaching, and team teaching.

Inclusion - Teaching model in which all students are welcomed, valued, and supported, regardless of their ability, and are educated by a highly qualified teacher in the regular education setting. Special education assistance may range from teacher consultation to direct student support.

Individualized Education Program (IEP) - A program designed for a student with a disability who requires specially designed instruction in order to make effective progress in the general education curriculum. IEPs include a description of the student's disability, accommodations, and specially designed instruction to ensure success, as well as goals and objectives designed to help the student improve in his or her area(s) of weakness. The special education team develops the IEP, and each student has a Contact Person who oversees its implementation.

Section 504 Accommodation Plan –Mandates that a qualified child with a disability has equal access to education and receives appropriate accommodations tailored to the student's needs. Individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. At NRHS, the guidance counselor is responsible for developing the 504 plan. Federal law dictates that the regular education teachers are responsible for implementing the 504 Plan.

Specially Designed Instruction– Specially designed content, delivery of instruction, methodology and/or performance criteria, and are necessary to assist the student in making effective progress. Specially designed instruction is included in IEPs, and not in 504 plans.

Disabilities

Attention Deficit/Hyperactivity Disorder (ADHD) - ADHD has three subtypes based on relative predominance of symptoms: 1) hyperactivity/impulsivity; 2) inattention, or 3) both hyperactive and inattentive. Symptoms will vary from student to student.

Dyslexia - The term dyslexia is often used interchangeably with reading disability. To avoid confusion, the National Association of School Psychologists and NRSR advise use of the term "reading disability," rather than dyslexia, when referring to learning disabilities in the area of reading.

Emotional Impairment - A disability that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

Executive Functioning - A neuropsychological concept referring to the cognitive processes required to plan and direct activities, including task initiation and follow-through, working memory, sustained attention, performance monitoring, inhibition of impulses, and goal-directed persistence.

Social Cognitive Disorders - A developmental disability significantly affecting verbal and nonverbal communication and social interaction. *Asperger's Syndrome, Nonverbal Learning Disability, and High Functioning Autism* are examples of Social Cognitive Disorders.

Specific Learning Disability (SLD) - Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. To identify a student with an SLD the District must provide: an Educational Assessment; intervention data that demonstrates the student is not making effective educational progress; an evaluation showing a lack of necessary processing skills; and a written observation of the student. Cultural factors, environmental or economic disadvantage, and limited English proficiency are among reasons which exclude a student from eligibility for a Specific Learning Disability.

Accommodations/Specially Designed Instruction

As Needed/As Deemed Appropriate - Accommodations often end with one of these phrases, which indicate that the student may not require the accommodation in every situation. The student, teacher, and special education contact person work together to decide whether or not a student requires this accommodation.

Calculator Use - Students with a variety of disabilities may require the use of a calculator when engaged in higher-order thinking (solving problems, exploring patterns, conducting investigations, and working with real-world data). Use of a calculator provides students the opportunity to complete problems more quickly, and to devote more mental energy to the skill, rather than the basic calculation.

Extended Time - Provides students with disabilities additional time to process, read, and respond to questions on formative and summative assessments. Extended time is usually specified (e.g. 50% or 100%) depending on the student's level of need. If the rest of the class is taking an 80-minute midterm exam, for example, a student with 100% extended time should be provided with 160 minutes to take that same exam.

Modified Assessment - Students may require alternate ways to express their knowledge, including word banks, multiple choice versus short answer, the opportunity to orally elaborate written answers, oral exams, and the opportunity to outline an essay prior to an exam.

Modified Content – When students require Specialized Instruction, the special educator is responsible for changing the content in consultation with the regular educator.

Modified Workload - Students may require modified or reduced workload to ensure that they can complete the required material. Modified workload often includes reducing homework, focusing on essential questions and key vocabulary, and eliminating in class and/or out of class projects. Students with modified workload can participate in the general education curriculum and demonstrate their mastery of the content as written in the frameworks.

Separate Setting (Assessments) - Students may require a separate setting to limit distractions, to have the chance to orally elaborate on answers, to ask for clarification of directions, and/or to take assessments in a safe place that limits test anxiety.

Small Group (Instruction) - Students may require small group instruction to preview and review key concepts taught during large group instruction. Students may require small group instruction in addition to or in lieu of regular classroom instruction.

Strategic Seating – To enhance their learning students may require strategic seating such as: in the front or back of the room, away from peers, near the door, or away from a source of extraneous noise.

Teacher Notes/ Study Guides - Students who have difficulty with writing, focusing, processing, and/or executive functioning may require teacher notes and/or study guides to ensure they have access to the material they are required to master.

Word Bank - Students with memory weaknesses, difficulty with spelling, difficulty with attention, or slow processing speed may require word banks. Without which, these students often freeze up and, due to increased anxiety and/or an inability to recall effectively, do poorly on assessments.