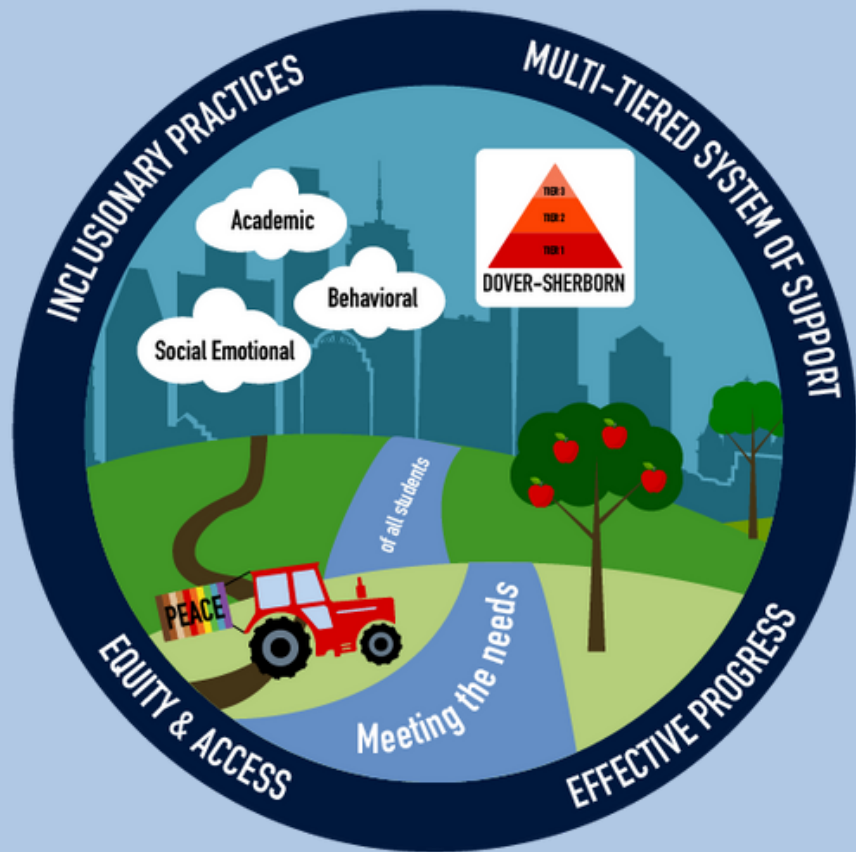




Dover Sherborn Public Schools

District Accommodation Plan



What is a District Curriculum Accommodation Plan?

Mass General Laws require each school system to adopt and implement a DCAP. The plan is intended to support principals and teachers as they ensure that all possible efforts are made to meet student needs within the general education environment. By analyzing and accommodating the wide range of student learning styles we can provide a truly inclusive environment for all of our learners.

Mass 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 students’ needs in regular education. The plan shall be designated 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 parental involvement.”

<http://www.malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38z1-2>



What is MTSS?

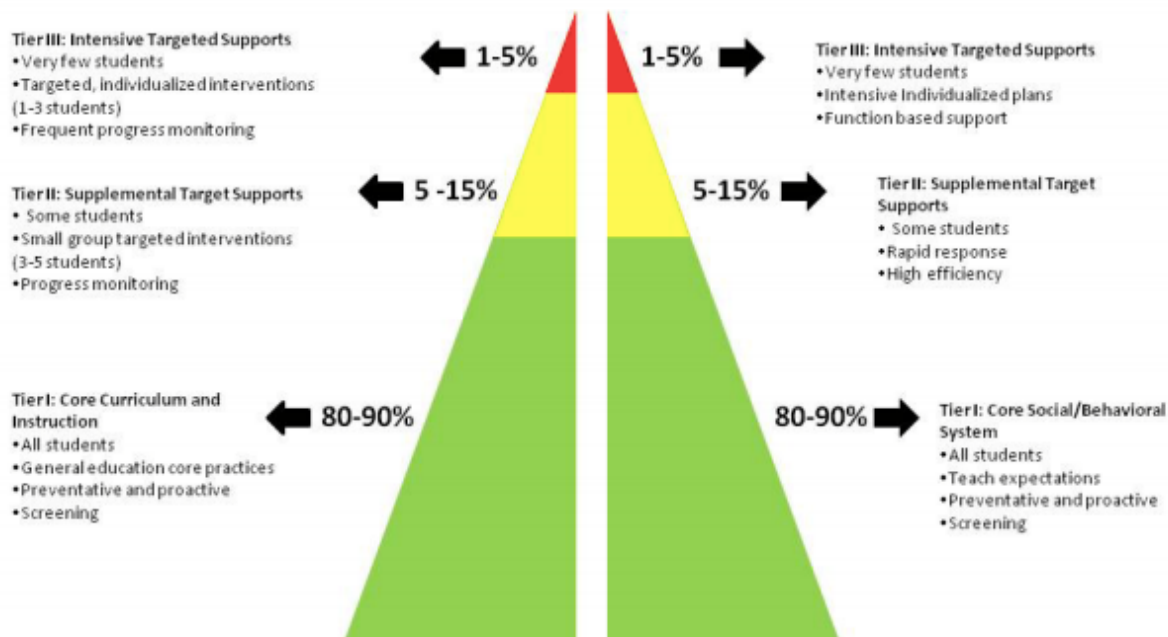
A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Description of Tier 1, 2, 3

Tier 1: All students receive high-quality, scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: Student receives individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.





Academic Resources, Structures and Support Services for all Elementary Students

Possible accommodations and interventions that may be recommended for but are not limited to general education student

Instructional

- Daily literacy & math workshop with differentiated instruction
- Systematic reading instruction
- A common language for academic learning
- Vary grouping in the classroom for different purposes (homogeneous groups, heterogeneous groups, individual conferences)
- Gradual release of responsibility (GRR)
- Scaffold complex concepts and provide leveled problems for multiple entry points
- Multi-modal learning styles (oral, visual, kinesthetic, digital)
- Offer the use of graphic organizers
- Provide a variety of ways to respond: oral, choral, student white boards, etc.
- Emphasis on quality vs quantity
- Differentiated and/or reduced homework
- Identify and/or pre-teach key vocabulary (word bank, visuals)
- Use of a word wall (whole class or individual) for key academic terms
- Re-teach with multiple approaches
- Peer tutoring/mentoring/study buddy
- Clarify directions or questions. (visual, verbal)
- Frequent checks for understanding
- Pre-alerts and wait time
- Provide agendas and objectives that clearly articulate learning goals for students
- Provide a model of the finished product
- Provide more frequent parent/guardian communication

Assessment

- Variety of assessment modes (present, design, perform, write, oral, draw)
- Performance test vs written test
- Project-based assessment
- Extended time
- Visually modified tests
- Closed vs open-ended questions
- Test read aloud
- Alternative testing environment

Teacher Supports

- PLC Leaders
- Common planning time for classroom teachers to discuss assessments, common unit planning, and student progress.
- Grade level team meetings
- Student Support Team
- District-wide professional development activities with a focus on content and pedagogy
- Consultation between principals and administrators of special education.



Social Emotional Resources, Structures and Support Services for all Elementary Students

Possible accommodations and interventions that may be recommended for but are not limited to general education student

Instructional

- Repeated practice in school routines out of the context of actual events
- Expectations made visual (as opposed to verbal)
- Make use of Behavior Intervention Plan
- Use time management tools (daily planner, assignment sheet, calendar and agendas)
- Utilize Open Circle, Responsive Classroom, Zones of Regulation
- Mindfulness activities
- Small group for social emotional learning
- Opportunities for choice

Teacher Supports

- District-wide professional development activities with a focus on social emotional learning
- Board Certified Behavior Analyst (BCBA) to support all staff
- Data and analysis collection systems
- Collaborate/consult with related services specialists e.g., adjustment counselors, speech/language pathologists, school psychologists, occupational therapists, physical therapists, nurses, ELL teachers, and administrators
- Student Support Team

Physical/Structural

- Assigned movement/working walks
- Small, quiet lunch area available
- Allow alternate workspace, such as study carrel, standing desk or dividers
- Calming corner with tools to calm the body
- Soothing music
- Break space outside of classroom
- Allow alternative setting for testing
- Flexible seating options
- Strategic seating (classroom, assemblies)
- Minimized visual distractions

Tools/ Manipulatives

- Message box for students to place thoughts
- Mindfulness toolkit, sensory box
- Timers
- Social stories
- Reflection sheets
- Contracts (first/then, when/then)
- Visually represented compliance/non-compliance protocols
- Home/school connection for behavior protocols



Academic Resources, Structures and Support Services for all Middle School Students

Possible accommodations and interventions that may be recommended for but are not limited to general education student

Instructional

- Differentiated instruction/assignment
- Small Group
- Individualized help
- Preferential seating
- Rubrics
- Ongoing progress notes for families
- Provide breaks when helpful
- Cue student
- Enlarged text
- Extended time on assignments
- Adapt the lesson
- Reading levels
- Word banks
- Electronic access to materials
- Multimodal presentation of content - visual, verbal, electronic
- Audiobooks
- Access to computer/word processor
- Graphic organizers/structured notes/checklists
- Breaking down assignments/projects into manageable chunks
- Extra space and decluttered formatted of assignments/assessments
- Strategic pairing for group work
- Alter or reduce responses, items, problems
- Alternative homework options
- Provide incremental testing
- Models/exemplars
- Assistive technology
- Sentence starters
- Checklists
- Modify pacing
- Open-note or Open-book
- Extra help - teacher support (before / after school, DRs, Help Session)
- NHS high school tutors

Assessment

- Appropriate extra time on a needed basis
- Visually Modified Test
- Closed vs. Open-ended questions
- Memory aids/reference sheets/mnemonic cards
- Test read aloud
- Project-based assessment
- Performance test vs. written test
- Multimodal/Alternative assessments - oral, projects, etc

Teacher Supports

- Curriculum Coordinators for all content areas
- Common planning time for classroom teachers to discuss assessments, common unit planning, and student progress
- Grade level team meetings
- Student Support Team / RTI / MTSS
- District-wide professional development activities with a focus on content and pedagogy
- Consultation with service specialists and special education administrators



Social Emotional Resources, Structures and Support Services for all Middle School Students

Possible accommodations and interventions that may be recommended for but are not limited to general education student

Instructional

- Therapeutic Learning Classroom
- Guidance Curriculum
- Girl/Boy group meetings with each grade
- Direct / Indirect services
- Individual student check-ins
- Mindfulness instruction

Teacher Supports

- District-wide professional development activities with a focus on social-emotional learning
- Board Certified Behavior Analyst (BCBA) to support all staff
- Collaborate/consult with related services specialists e.g., adjustment counselor, school counselor, speech/language pathologist, school psychologist, occupational therapist, nurses, and administrators
- Collaboration with outside providers

Physical/Structural

- Assigned movement/working walks
- Class breaks/brain breaks
- Lunch cafe
- Sensory tools
- Therabands
- Alternative seating
- Ball chairs
- Standing desks

Tools/ Manipulatives

- Take 5 sheet
- Fidget toys / putty
- Emwave
- Games
- Mandala books
- Apps



Academic Resources, Structures and Support Services for all High School Students

Possible accommodations and interventions that may be recommended for but are not limited to general education student

Instructional

- Shorter assignments
- Rubrics with clear explanations
- Preferential Seating
- Limited number of problems on assignments
- Small group instruction
- Computer use
- Graphic organizers
- Multimodal instruction
- Breaks as needed
- Study/Review guides
- Exemplars
- Template notes
- Guided notes
- Individualized checklists for multi-step projects
- Contracts with Students
- Mentoring or Study Buddy -Extra help - teacher support (before/after school, DRs)
- NHS Tutoring
- Shared teacher notes
- Extending deadlines
- Ongoing positive reinforcement
- Frequent progress monitoring with home and guidance
- Google classroom reminders

Assessment

- Appropriate extra time on a needed basis
- Oral testing
- Alternative Assessments
- Computer use
- Graphic organizers
- Test retakes
- Varying options for evidencing knowledge
- Breaks as needed
- Tests one page at a time
- Project Based Learning

Teacher Supports

- Department Heads for all curriculum areas
- Guidance and Administration Support Team
- Instructional Support Team meetings
- District-wide professional development opportunities
- Consultation between principals and administrators of special education.



Social Emotional Resources, Structures and Support Services for all High School Students

Possible accommodations and interventions that may be recommended for but are not limited to general education student

Instructional

- Developmental Guidance Curriculum
- Mindfulness activities in classes
- DS Bridge program
- General Ed School Adjustment Counselors 6-12

Teacher Supports

- District-wide professional development activities with a focus on social emotional learning
- Board Certified Behavior Analyst (BCBA) to support all staff
- Collaborate/consult with related services specialists e.g., adjustment counselor, speech/language pathologist, school psychologist, occupational therapist, nurses, and administrators
- Outside Mental Health and Autism Spectrum Disorders consultants monthly
- Guidance and Administration Support Team

Physical/Structural

- Breaks as needed
- Open Lunch spaces
- Alternative setting for testing

Tools/ Manipulatives

- Mindfulness tools in classrooms
- Data collection systems
- Fidget toys