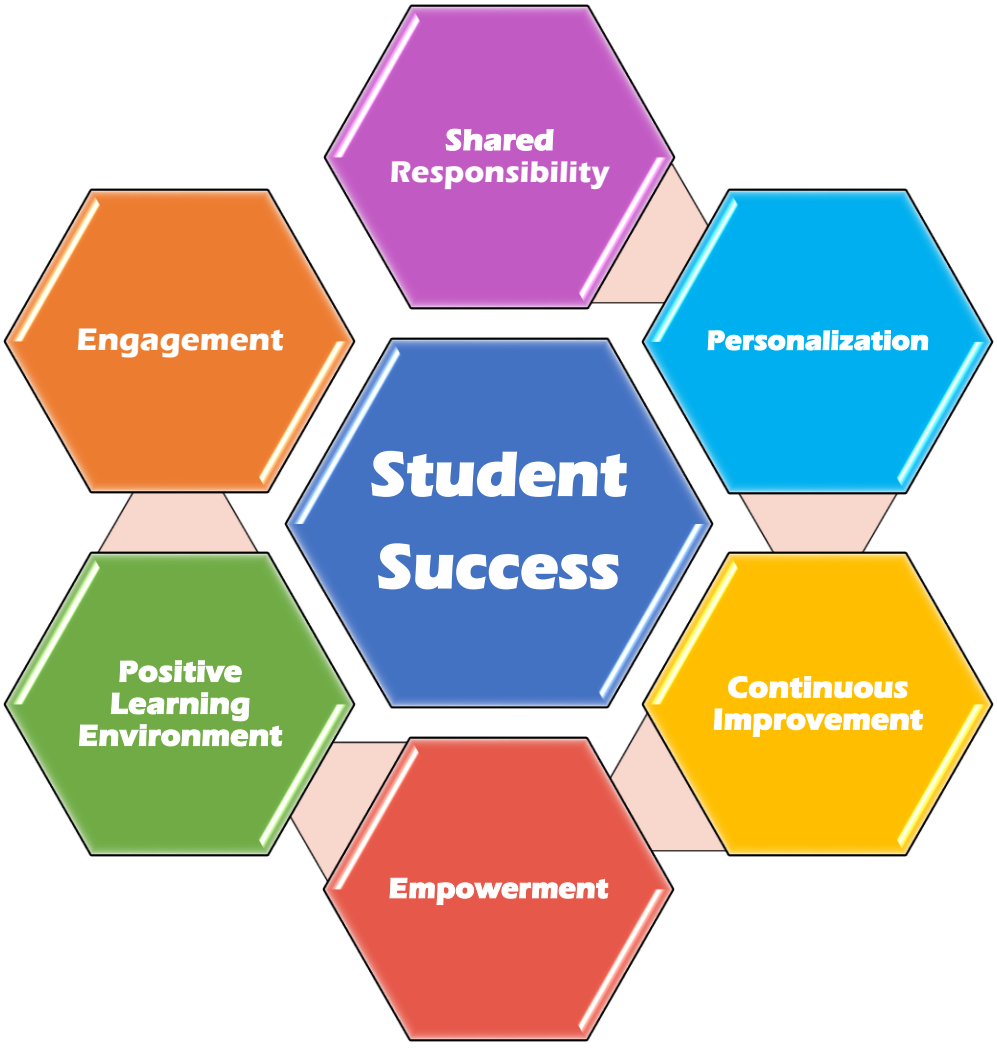
Foxborough Public Schools

FOXBOROUGH, MASSACHUSETTS 02035

D.C.A.P.
District Curriculum Accommodation Plan

Welcome to Foxborough Public Schools (FPS), a district that prides itself on a high standard of excellence in our PreK-12 public education program. Providing opportunities and access to programs to support the academic, personal and social growth of our students where each student is able to reach their individual potential is paramount to us. We are dedicated to engaging students in rich, intellectual, artistic, and character-building educational experiences, which empower them to become healthy, productive, and responsible citizens, leaders, and innovators.



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WHAT IS THE DCAP?

Foxborough Public Schools, in compliance with the Massachusetts General Law, have developed a District Curriculum Accommodation Plan (DCAP) as a guiding document for principals and teachers to ensure that all students in general education classes are provided with the tools and strategies to be successful. Based on the principals of Universal Design for Learning, the DCAP is designed to assist teachers in providing all students an equal opportunity to learn regardless of ability, disability, or cultural and linguistic background. The purpose of this tool is to support educators in their planning and instructional efforts to meet these varied needs and to ensure equitable access to the curriculum. To this end, the DCAP document outlines the accommodations, instructional supports, and interventions that are available for *all* students in order to capitalize on their strengths and unique learning styles.

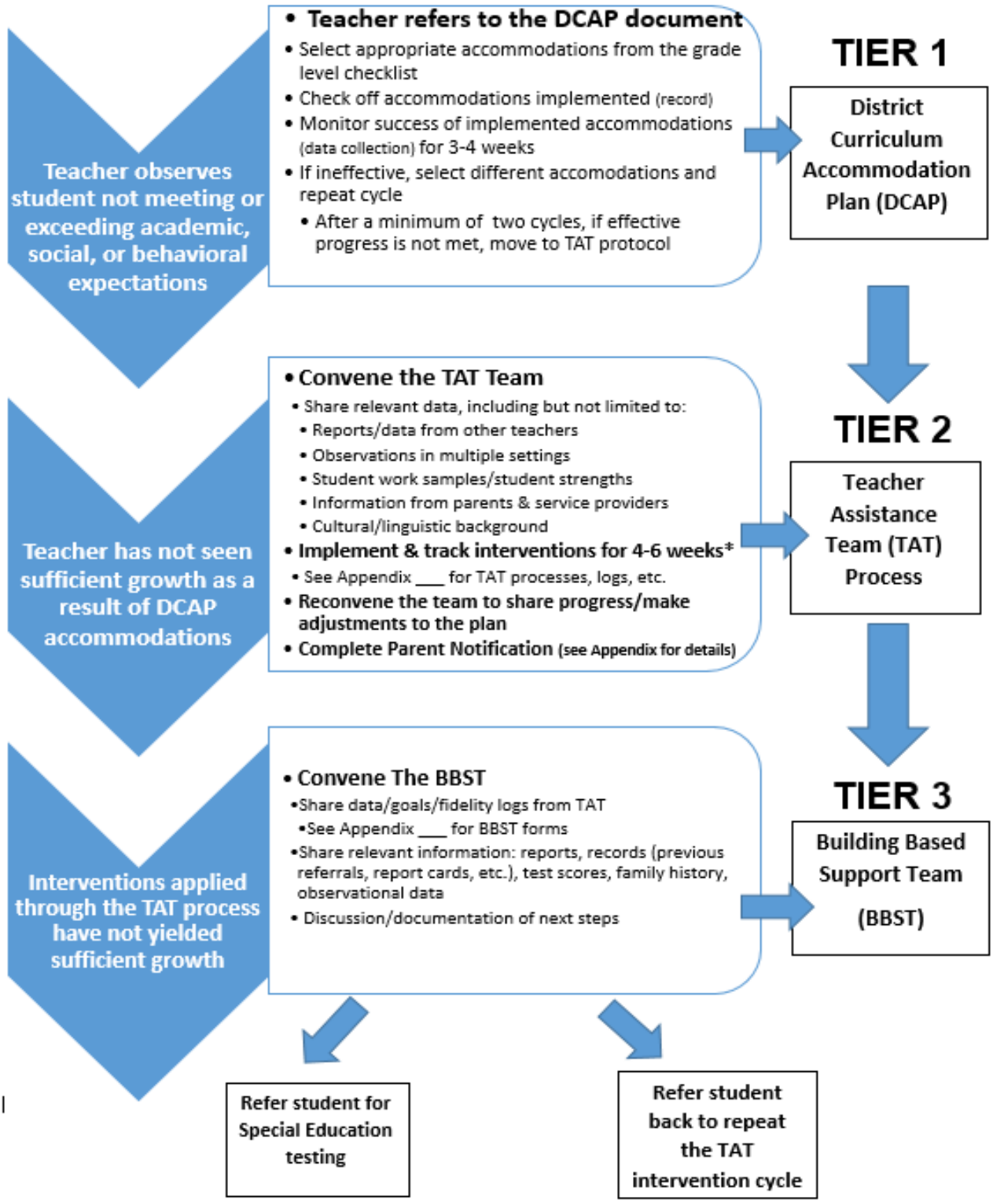
CHAPTER 71 MASSACHUSETTS GENERAL LAWS: SECTION 38 ½ Q INDICATES:

"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 parental involvement."

WHAT IS THE GOAL OF THE DCAP?

The goal of the DCAP is to assist teachers with content-based instruction, using instructional techniques that will assist with student understanding and allow equal access for all learners. As part of the Multi-Tiered System of Supports (MTSS), the goal of Foxborough Public Schools is to create a learning environment where students receive a variety of identified supports and accommodations in order to find optimal success. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced and discussed across all levels of the educational system for supporting students. This system promotes equity and access by employing interventions for *any* student who may benefit. These interventions may include, but are not limited to, adjustments in curriculum, teaching strategies, support services, teaching materials, and the use of various assessments where students have an opportunity to demonstrate learning through multiple modalities.

DCAP Process – Overview of MTSS Process



*The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education or Section 504 evaluation. If a referral for an evaluation is made during the delivery of tiered supports or other interventions, and the district has requested and received parental consent to evaluate, the evaluation information from any instructional support program should be made available to the IEP/Section 504 team to consider when determining eligibility.

Student Name _____

Elementary School Accommodations

Student Accommodations and Support for Assessments

☐ Offer oral testing*	☐ Provide manipulatives
☐ Offer un-timed tests	☐ Reword directions or questions
☐ Additional time	☐ Clarify test questions/directions
☐ Provide more work space	☐ Provide study guides
☐ Provide reference sheets	☐ Highlight key directions
☐ Provide various types of paper for math	☐ Provide graphic organizers
☐ Provide Word Banks	☐ Read aloud test questions
☐ Provide rubrics	☐ Read aloud math problems

*For DRA, must administer first with fidelity. Record 'independent score on' in Illuminate, use score with accommodations for instructional planning.

Student Accommodations and Support for Instruction

☐ Teach study skills	☐ Provide enrichment opportunities	☐ Provide study guides
☐ Provide highlighted materials	☐ Provide reference sheets	☐ Provide audible materials
☐ Teach test taking strategies	☐ Provide wait time	☐ Simplify directions
☐ Chunk assignments	☐ Provide visual cues	☐ Provide manipulatives
☐ Provide various types of paper for math	☐ Utilize transition cues	☐ Repeat or reteach concepts with a different approach
☐ *Use of interactive modeling and think alouds* *	☐ Provide one-to-one instruction	☐ Utilize technology/computer-assisted instruction
☐ Provide multi-modal presentations of materials	☐ Utilize differentiated instruction and assignments	☐ Provide home copies of reference tools/textbooks
☐ Offer peer teaching/group activities	☐ Utilize multiple intelligence/learning style approaches	☐

**Adopted from Responsive Classroom*

Student Accommodations and Support for Organization

☐ Establish clear routines and expectations	☐ Use of rubrics
☐ Chunk assignments	☐ Use of checklists
☐ Color coding	☐ Provide templates/graphic organizers
☐ Reformat paper/handouts to provide more workspace	☐ Support organization of space (desk, folders, backpacks)
☐ Use time management tools (daily schedule, personal schedule with visuals, when/then charts, timers, menus)	☐ Maintain a classroom that is organized, predictable, and structured
☐ Use of interactive modeling for organizational strategies and routines*	☐ Minimize visual and auditory distractions

Student Accommodations and Support for Behavior and Social/ Emotional Needs

☐ Establish clear routines/expectations	☐ Use of visual/auditory cues of behavioral expectations	☐ Use diverse classroom management strategies
☐ Use of behavior plans/contracts	☐ Non-contingent breaks	☐ Lunch Bunch
☐ Non-verbal cues	☐ *Logical Consequences **	☐ Transition cues
☐ Social stories	☐ *Class/Morning Meeting/Closing circle **	☐ *Movement breaks/energizer**
☐ Teacher Proximity	☐ Collaborative problem solving	☐ Check-ins with guidance counselor
☐ Mindfulness & stress relief techniques/quiet time	☐ Positive reinforcements/ incentives/ rewards, as needed	☐ *Interactive modeling of expectations/situations **
☐ Flexible/Alternative Seating	☐ Classroom Calming Corner	☐ Zones of Regulation and Sensory station
☐ I Wish My Teacher Knew...	☐	☐

**Adopted from Responsive Classroom*

Resources Available to Teachers

☐ Mental Health Team	☐ Building Based Support Team (BBST)
☐ Teacher Assistance Team (TAT)	☐ Collaborate/Consult with families and outside support service (release required)
☐ Collaborate/Consult with staff (guidance counselor, special educators, school psychologists, Speech/Language, OT, reading/math specialists)	☐ Student Records (cumulative file, attendance records, IEP/504, Health record, test scores)

Student Name _____

Middle School Accommodations

Student Accommodations and Support for Assessments

☐ Utilize alternative assessments: oral, multiple choice, computer –based, read aloud (except reading tests)	☐ Allow students to provide bullets or numbered lists instead of short answer or essay format when writing isn't being assessed
☐ Provide alternate question format for application questions (e.g., multiple choice instead of short answer)	☐ Use of compatible numbers when demonstrating application of math/science concept
☐ Extended time for assessment	☐ Reduced number of items on assessment when multiple items assess the same content standard
☐ Provide manipulatives and/or tools on assessment	☐ Provide reference sheets or process models
☐ Provide graphic organizers	☐ Provide study guides and answers more than one day prior to the assessment
☐ Allow students to complete a diagram, map, or chart instead of descriptive writing	☐ Alternate assessment format (size of font, provide additional space for work, bold words, ☐ etc.)
Provide opportunities for assessment corrections (error analysis) or assessment retake	

Student Accommodations and Support for Instruction

☐ Provide multi-modal presentation of materials	☐ Offer peer teaching/ group activities
☐ Repeat or re-teach concepts with a different approach	☐ Model and incorporate content area reading strategies
☐ Provide varied assignments including allowing student to select from assignment options	☐ Accelerated content opportunities
☐ Allow use of technology (text to speech, speech to text, typing)	☐ Use computer assisted instruction (slide shows, video supplements)
☐ Provide extension activities	☐ Provide and model use of graphic organizers
☐ Develop integrated curriculum projects	☐ Provide manipulatives and learning tools (e.g., calculators & computers) to aid conceptual understanding
☐ Shorten assignments focusing on key concepts (quality over quantity)	☐ Provide frequent and timely feedback prior to ☐ finished product or summative assessment

☐ Provide cueing and/or wait time to encourage participation	☐ Check ins for understanding
☐ Provide copies of class notes, handouts	☐ Preview new concepts using memory strategies
☐ Preview and identify key vocabulary and provide tiered word bank	☐ Providing small group instruction and individual help in the classroom

Student Accommodations and Support for Organization

☐ Teach study skill strategies	☐ Provide digital copies of assignments
☐ Provide and model checklists for writing, organization, and work completion	☐ Reformat handouts to provide more workspace
☐ Provide copies of text books and reference tools for use at home	☐ Utilize peer buddy systems for study groups or homework check-ins
☐ Use checklists, teacher check-ins, calendars, and project organizers to break down long-term assignments	☐ Provide expectations for assignments including rubrics, checklists, model assignments

Student Accommodations and Support for Behavior and Social/ Emotional Needs

☐ Strategic grouping	☐ Utilize study carrels for independent work
☐ Evaluate classroom and reduce distractions	☐ Utilize energizers and brain breaks
☐ 4:1 positive to negative comments	☐ Provide access to stress release activities and/or tools
☐ Provide motor breaks, accommodated seating, proximity, and stability balls	☐ Develop consistent positive reinforcement plans including student graphing of own progress
Collaborative Problem Solving strategies	Facilitate parent support/communication and provide strategies

Resources Available to Teachers

☐ Teacher Assistance Team (TAT)	☐ Building Based Support Team (BBST)
☐ Mental Health Team	☐ Consultation with related service providers: School Counselors, School Psychologist, School Social Worker, Occupational Therapist, English Language (EL) Teacher
☐ Consultation with content specialists: Math Specialist, Reading Specialist, Technology Integration Specialist, Special Education Teachers	

Student Name _____

High School Accommodations

Student Accommodations and Support for Assessments

☐ Develop alternate assessments	☐ Utilize technology assisted instruction
☐ Provide individual help in the classroom	☐ Utilize homework logs
☐ Arrange small group instruction	☐ Offer un-timed tests
☐ Provide challenge projects	☐ Investigate computer technology solutions
☐ Include study skills strategies	☐ Offer oral testing
☐ Model content area reading strategies	☐ Utilize transition cues
☐ Repeat or re-teach concepts with a different approach	☐ Incorporate incentives/rewards

Student Accommodations and Support for Instruction

☐ Provide multi-modal presentations of materials	☐ Identify student's learning style
☐ Model use of graphic organizers	☐ Provide home copies of reference tools/books
☐ Develop integrated curriculum projects	☐ Provide wait time
☐ Provide ESL supports	☐ Provide manipulatives
☐ Provide visual cues	☐ Shorten assignments
☐ Provide study guides	☐ Break down tasks into manageable steps
☐ Utilize differentiated instruction and assignments	☐ Utilize multiple intelligence/learning style approaches
☐ Offer peer teaching/group activities	

Student Accommodations and Support for Organization

☐ Provide daily agenda	☐ Develop flexible/modified schedule
☐ Utilize flexible grouping	☐ Utilize contract learning
☐ Utilize team teaching	☐ Provide strategies to parents
☐ Cooperative learning strategies	☐ Consult and co-planning by grade level teams
☐ Implement a frequent progress reporting system	

Student Accommodations and Support for Behavior and Social/ Emotional Needs

☐ Arrange seating accommodations	☐ Develop behavioral contract
☐ Adjust classroom management strategies	☐ Individual and small group guidance counseling
☐ Use visual/auditory reminders of behavior expectations	☐ Consult with school psychologist, social worker, special needs staff
☐ Utilize charts and graphs to monitor expectations	☐ Include positive reinforcement/incentives/rewards
☐ Experiment with use of space	☐ Facilitate parent support/communication
☐ Incorporate stress-release activities	☐ Include energizers
☐ Provide strategies to parents	☐ Remove distractions

Resources Available to Teachers

☐ Teacher Assistance Team (TAT)	☐ Building Based Support Team (BBST/SWAT)
☐ Consultation with content specialists: Math Specialist, Reading Specialist, Technology Integration Specialist, Special Education Teachers	☐ Consultation with related service providers: School Counselors, School Psychologist, School Social Worker, Occupational Therapist, English Language (EL) Teacher

Insert form that includes what accommodations were most successful (as supported by data)