



# **GEORGETOWN PUBLIC SCHOOLS**

## **DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)**

**SCHOOL YEAR 2020-2021**

*Ms. Carol Jacobs, Superintendent of Schools*

# Georgetown Public Schools

## District Curriculum Accommodation Plan (DCAP)

The Georgetown Public Schools DCAP is based upon the language in **Massachusetts General Laws, Chapter 71, Section 38Q1/2**. This law requires that each school district in Massachusetts develop and implement a District Curriculum Accommodation Plan, or DCAP. The purpose of the plan is to ensure that "...all efforts have been made to meet students' needs in regular education." The plan acts as a guide to administrators and teachers as they analyze and accommodate a wide variety of learning needs within the general education classroom. The plan also defines available resources within the school system and suggests how to utilize these resources. An effective DCAP encourages staff collaboration, mentoring and parental involvement.

This document is an instructional guide for teachers and administrators. Its use ensures a system-wide, uniform approach to the process of:

- a) identifying general education students with specific learning needs,
- b) selecting and utilizing accommodations focused on student improvement and achievement, and
- c) assisting in the implementation of state law, Chapter 71, Section 38Q1/2.

The spirit of the DCAP resides in the commitment and responsibility of all staff members to help each student reach his or her personal goals by cultivating an environment that responds to the needs of diverse learners. To that end, our plan reflects the Mission Statement of the Georgetown Public Schools' dedication to educating all students to their fullest potential so that they may become responsible, tolerant, and successful individuals.

Teachers offer a variety of accommodations **within** the regular education classrooms. Accommodations are changes in how students gain access to information and demonstrate learning. Accommodations do **NOT** change the instructional level, content or performance criteria. Such changes are made to provide students with equal access to learning along with an equal opportunity to be able to show what they know or can do.

Teachers also provide various instructional practices that include, but not limited to:

- a. Universal Design for Learning
- b. Differentiation
- c. Consideration of the multiple intelligences
- d. Flexible grouping
- e. sound developmental practices
- f. Use of rubrics
- g. Use of technology.

The Georgetown Public Schools DCAP addresses various strategies that could include, but are not limited to:

- Assistance to Regular Education Classroom Teachers

Such assistance would include administrative and colleague support that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively. Data is available from a variety of sources to assess student achievement and to inform instruction.

- Professional Development

In addition to ongoing, mandated training, recent professional development topics and workshops have included Universal Design for Learning, co-teaching planning and instruction, Keys to Literacy techniques, social emotional learning supports, technology integration, Crisis Prevention and Intervention, ALICE, and partnerships with professional development collaboratives.

- Support Services

These would include services that are available to students through the regular education program, such as: Literacy Intervention & Math Intervention; including services to address the needs of students whose challenges with social skills, emotional regulation, behavior, and/or executive functioning skills that interfere with learning.

- Collaboration

Collaboration includes meetings among experts in specific areas working together to provide strategies and interventions related to student performance. Collaboration can happen across grade levels with colleagues and, in some instances, include families. This system is referred to as the Student Assistance Teams within each building.

- Parental Involvement

Parent collaboration is a key component to the success of all students. Communication between parents and teachers on a consistent basis will work to ensure that all needs are addressed, and consistent accommodations occur across settings.

# **List of Potential Accommodations**

## **Social/Emotional/Behavioral Student Supports**

- Transition ahead of or after the class (structured or minimized transitions)
- Allow stretch time
- Assign a safe place for “cooling down” or “regrouping”
- Assign seating
- Breaks / Timers
- Clearly define expectations
- Collect Data/Chart Progress
- Cue expected behavior
- Consistent targeted feedback
- De-escalation strategies
- Develop behavior contract (BIP)
- Employ teacher proximity
- Provide meaningful incentives
- Provide positive behavior
- Make direct eye contact
- Modeling classroom expectations
- Personalize student schedule
- Stand near student when instructions are given
- Check-Ins with adjustment counselors
- Social groups
- Lunch groups

## **Setting**

- Flexible work space
- Consider lighting
- Limit visual stimuli/clutter
- Preferential seating based on students need
- Study carrel
- Provide opportunities for small group work

## **Materials**

- Access to computer/tablet
- Audiobooks
- Slant board, clipboard to position paper
- Alphabet chart on desk
- Large Print Text/Material
- Manipulatives
- Number lines
- Provide hundreds chart or multiplication chart for reference
- Print on colored paper
- Supplementary Visuals
- Use of Whiteboard
- Work banks
- Pair verbal instruction with visual reinforcers
- Tools for marking and flagging text: binder tabs, highlighters, post-it notes, etc.
- 3-Ring personal dictionary for common words
- Use of calculator
- Noise reduction headphones

## **Organization**

- AM/PM check in to organize
- Assign partner
- Break assignments into smaller segments or tasks

- Check assignment book
- Checklist to check off completed tasks
- Colored folders/binder
- Daily assignment list
- Daily homework list
- Desktop list of tasks/schedule
- Online Calendar
- Extra space for work
- Give reminders for due dates for long term assignments
- Graphic organizers
- Desk organization for tools
- Picture/Visual Schedule
- Post routine
- Post assignments/email/web
- Reformat pages: less information per page
- Reduce visual distractions
- Sequence the steps in a task by numbering
- Study buddy
- Teach note taking, review student notes.
- Weekly home-school communication tool
- Flexible worksheet format
- Eliminate distractions from desk

## **Presentation**

- Maintain close proximity during transitions
- Prepare the student for upcoming transitions or changes in activity
- Teacher asks Parent/Guardian to sign homework
- Teacher ask Parent/Guardian to sign behavioral chart
- Provide peer mentoring
- Consistent positive reinforcement and incentives
- Prearranged cue for the student to leave the room for a break
- Create a plan for unstructured time
- Consistently engage with the student
- Remind students of expectations periodically
- Provide school/class/individual expectations
- Seat near positive peer model
- Use calming or relaxation techniques
- Use nonverbal signals
- Assign study partners
- Cooperative learning groups
- Independent seat work
- Peer tutor or cross-age tutor
- Teacher direct small group instruction
- Student directed small group or peer partners
- Activity/project based lessons
- Utilize technology to assist instruction
- Provide a completed model
- Display key vocabulary
- Incorporate all learning modalities (visual, tactile, auditory, multisensory)
- Teach specific study skills
- Multiple check ins during work completion
- Have the student restate information
- Provide immediate feedback
- Provide manipulatives
- Pair verbal reminders with visual reminders
- Teach mnemonics
- Connect curriculum to the students personal interests
- Preview content
- Vocabulary Word Bank

- Eliminate visual distractions on the page

### **Assessments**

- Administer tests orally
- Limit multiple choice answers
- Allow oral responses
- Reference sheet
- Alternate setting
- Use a variety of assessments
- Change font on worksheets and tests
- Change time of day
- Divide into more than one administration
- Double – space worksheets and tests
- Offer extended time when time is not a contributing factor of the assessment
- Create a Timeline for Long Term Projects
- Preview test procedures
- Provide breaks
- Provide study questions/guide
- Rephrase Test Questions/Directions
- Vary testing format (Portfolio assessments, Authentic assessment, “Hands On”)
- Clearly explain grading criteria for all assignments
- Spelling will not be penalized

### **Content Accommodations**

- Have the student repeat directions orally
- Have the student paraphrase verbally what was read
- Highlight key points within written text/material
- Let student tape readings and self-critique
- Provide colored tracking strips
- Provide study sheets with key phrases highlighted
- Read instructions aloud
- Chunk assignments into smaller components
- Tape record material/instruction
- Provide Access to class notes
- Provide varied types of paper
- Provide a variety of writing tools
- Provide story starters
- Relate new material to that which was previously learned
- Continue to practice basic facts to increase fluency
- Fewer problems on the page
- Graph paper to assist in organizing and lining up math problems
- Relate material to real life
- Increase white space on the page

- Other Subject Specific Accommodations:
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- Other/Additional Accommodations (as this is not an exhaustive list)
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