

Abington Public Schools



District Curriculum Accommodation Plan

Revised: September, 2021

Massachusetts General Law, Ch. 71, Section 38 Q ½

District Curriculum Accommodation Plan (DCAP)

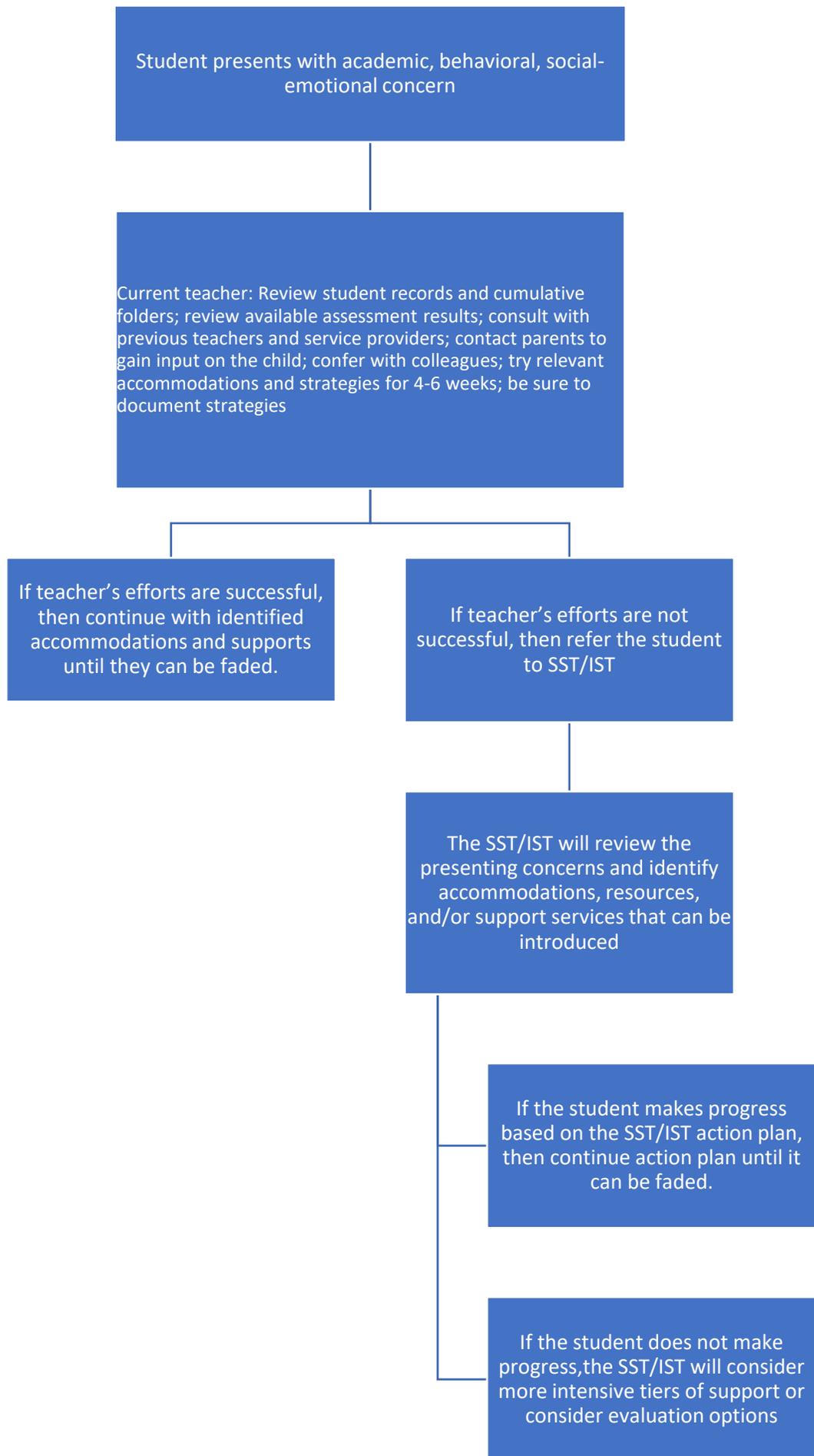
The Law:

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 general education. The plan shall be designed to assist the classroom teacher in analyzing and accommodating diverse learning styles of all children in the general education classroom and in providing appropriate services and support within general 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.

The purpose:

The DCAP is based on state and federal law and DESE guidance to help ensure all efforts have been made to meet students' needs in a general education setting. The DCAP is a Tier 1 Core Instruction/Universal Behavior framework that helps educators determine targeted supports to assist students. DCAP resources are intended to assist a student on a more temporary basis. Other supports and services are put into place for students who may require longer-term assistance. The DCAP details procedures, programs, and supports available and implemented within the individual schools of the district. Abington's DCAP should encompass:

- Analysis of diverse learning styles within the general education classroom
- Accommodations to meet needs of the diverse learning styles within a general education class
- Provisions of appropriate support within the general education classroom
- Supports to address the needs of children whose behavior may interfere with learning
- Encouragement of parent/guardian involvement in their student's education
- Encouragement of teacher mentoring and collaboration
- Assistance to general education staff through professional development and collaboration



Instructional Support Accommodations:

The accommodations listed below may be implemented as needed to support achievement for all students in the Abington Public Schools. These accommodations are general education interventions available to all students whenever appropriate. This list is not intended to be exhaustive, and teachers may also make use of other accommodating strategies that help students access the curriculum.

Curriculum/Instruction/Assessment Accommodations

Individual check-ins and support

Small group instruction

Preferential seating

Provide cueing and “wait time” to promote participation

Differentiated assessments: oral, multiple-choice, project-based, computer-based

Differentiated assignments: reduced number of items, alternative ways of showing knowledge

Presentation of information through alternative modalities: visual, auditory, tactile

Frequent progress monitoring and feedback on student performance

Extended time on tests and assignments

Incorporating manipulatives

Use of technology accessibility features: text-to-speech, speech-to-text, audio-reader

Use of low-tech accessibility tools: highlighters, pencil grips, alternative lined paper, slant boards

Make class notes available

Availability of reference tools as appropriate: calculator, dictionary, thesaurus, online references, etc.

Social/Emotional/Behavioral Accommodations

Posting of classroom expectations and rules

Incentive and Reward System

Individual Behavior Plans

Additional breaks for movement and refocusing

Sensory tools: fidget toys, cushions, thera-bands, etc.

Individual check-ins with support staff (school psychologists, counselors, behaviorists, etc.)

Supervised social groups

Contact parents/facilitate parent support/share strategies/refer to outside agencies

Organizational Accommodations

Agenda/Student Planner Supervision

Graphic Organizers

Folder systems

Posted visual schedules and assignments

Individual daily schedules, as needed

Checklists and Rubrics for assignments

Instruct students on study skills and model during instruction

Targeted support of organizational skills

For long-term assignments, chunk the assignment, checklists, frequent check-ins, calendars, and exemplars

Student and Program Supports:

Resources and Support Services at Abington Early Education Program:

The following resources and support services have been designed to meet the diverse learning needs of students specifically at the Abington Early Education Program. Additionally, the building-based Student Support Team provides a systematic and collaborative approach to identifying and addressing personal needs.

- Wellness checks with Mental Health Staff
- Developmental Playgroup
- Conferencing with families as needed
- Outreach and partnerships with community-based agencies
- Progressive Behavior Intervention
- Supportive activities led by Related Service Providers

Resources and Support Services at Beaver Brook Elementary School:

The following resources and support services have been designed to meet the diverse learning needs of students specifically at the Beaver Brook Elementary School. Additionally, the building-based Student Support Team provides a systematic and collaborative approach to identifying and addressing personal needs.

- Lunch groups
- Wellness checks with Mental Health Staff
- Conferencing with families as needed
- Title I Reading Intervention
- Progressive ABA Behavior Intervention
- Progressive Math and Literacy Intervention based on progress-monitoring.
- W.I.N. block

Resources and Support Services at Woodsdale Elementary School:

The following resources and support services have been designed to meet the diverse learning needs of students specifically at the Woodsdale Elementary School. Additionally, the building-based Student Support Team or Instructional Support Team provides a systematic and collaborative approach to identifying and addressing personal needs.

- Lunch/snack groups
- Wellness checks with Mental Health Staff
- Progressive ABA Behavior Intervention
- Progressive Math and Literacy Intervention based on progress-monitoring.

Resources and Support Services at Abington Middle School:

The following resources and support services have been designed to meet the diverse learning needs of students specifically at the Abington Middle School. Additionally, the building-based Student Support Team or Instructional Support Team provides a systematic and collaborative approach to identifying and addressing personal needs.

- Lunch Groups
- Wellness checks with Mental Health staff
- Conferencing with families as needed
- Behavioral support as needed
- Social-Emotional Learning Block
- Homerooms
- After-school Boost Program
- Student Support Team
- Instructional Support Team
- Signs of Suicide classroom Meetings
- Guidance Counselor Meetings for Academic Challenges

Resources and Support Services at Abington High School:

The following resources and support services have been designed to meet the diverse learning needs of students specifically at the Abington High School. Additionally, the building-based Student Support Team provides a systematic and collaborative approach to identifying and addressing personal needs.

- Homerooms
- Mentor Groups
- Bridge Block
- ACE after school help
- Student Support Team
- Signs of Suicide classroom meetings
- Guidance meetings in class
- Progressive and restorative discipline

Professional Development Resources for Pre-K – 12 Staff:

The Abington Public Schools is committed to preparing its staff members to present students with high-quality instruction, monitor students' progress, identify vulnerable students, and introduce accommodations and supports that promote student progress while maintaining high-standards. The Abington school district provides the following Professional Development to help support these efforts:

Mentor Program for new staff
Educator Evaluation Model Training
Curriculum and Professional Development Committee
Monthly building-based or district-wide professional development activities
Curriculum Coordinators in all core subjects (ELA, Math, Science, Social Studies)
Special Education grant-funded PD in specialized areas
Facilitating Sheltered English Immersion (SEI) endorsement
Summer Curriculum work
Tuition reimbursement

Resources for Parents/Guardians to Promote Engagement:

The Abington Public Schools operates with the understanding that students achieve more personally, socially, and academically when there is a productive partnership between school staff members and families. To promote stronger partnerships with families, the Abington Public Schools offers the following organizations and occasions:

Parent-Teacher Organizations
School Councils
Special Education Parents Advisory Council (SEPAC)
English Learner Parents Advisory Council (ELPAC)
School-wide and classroom newsletters
Informational Website
Title I nights
Curriculum Fun Fair
Literacy Night
STEM Night
EL Parent Nights
Annual Basic Rights in Special Education Training
School Open Houses
Parent-Teacher conferences
Talking Points Communication Software

Individual check-ins with support staff (school psychologists, counselors, behaviorists, etc.)																			
Lunch Group/ Social Skills Group																			
Incentive/Reward System or Individual Behavior Plan																			
Other:																			
Teacher name																			

School Year

Grade

School Year

Grade

School Year

Grade

School Year

Grade
