

District Curriculum Accommodation Plan

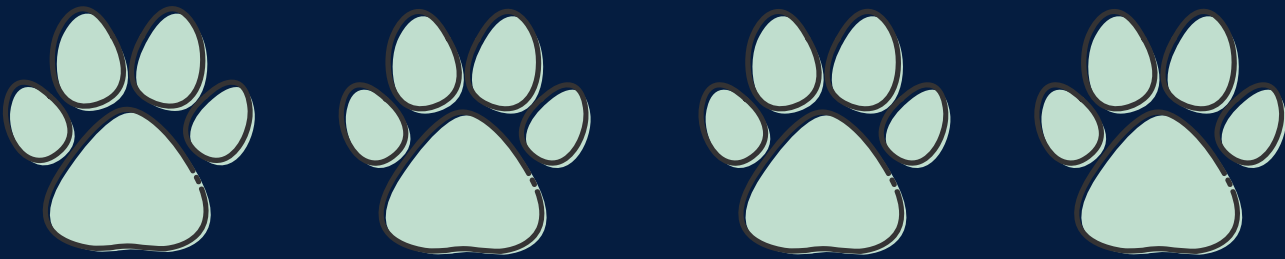
2023



WILMINGTON PUBLIC SCHOOLS

What is a District Curriculum Accommodation Plan (DCAP)?

The purpose of this plan is to provide guidance for principals, teachers, and other staff to ensure that all students are provided with the tools and strategies to be successful within the general education environment. The DCAP is aimed at assisting teachers in analyzing and accommodating diverse learning styles of all children. This plan will help create a truly inclusive environment for all learners. The strategies listed are a collection of ideas and resources meant to support all students. Teachers may have additional suggestions and ideas that will also successfully meet students' needs.



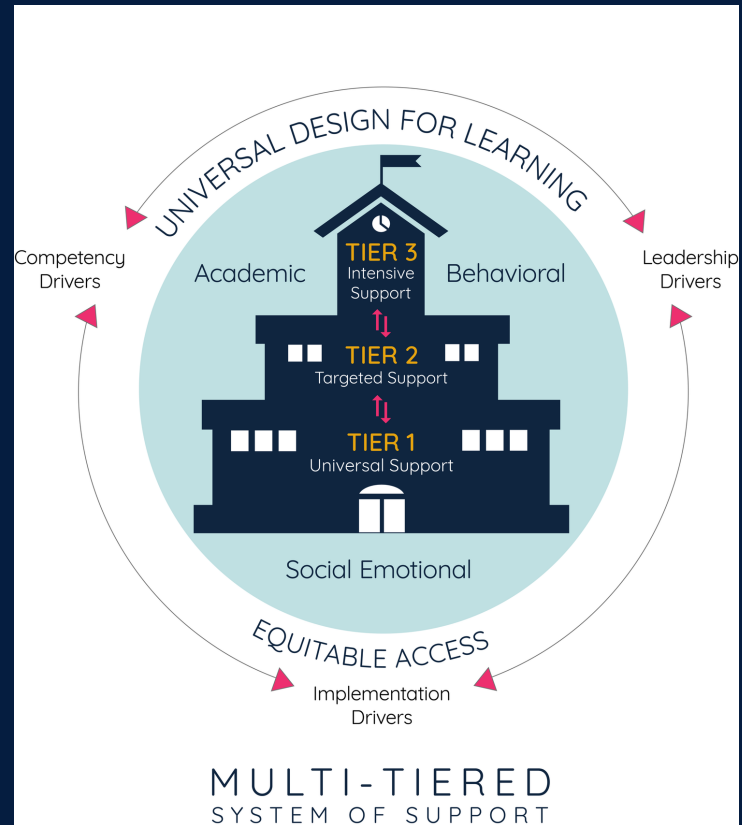
Mass General Laws, Chapter 71 Section 38Q1/2

“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/section38>

What is a Multi Tiered System of Supports (MTSS)?

"MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students." -Multi-Tiered System of Support Blueprint for MA



What is Universal Design for Learning (UDL)?

Universal Design for Learning (UDL) is an approach to teaching and learning that gives all students equal opportunity to succeed. UDL encourages teachers to proactively consider learner variability and remove barriers to instruction. UDL emphasizes flexibility for how students are engaged in learning, how information is presented, and how students respond or demonstrate their knowledge and skills. The goal of UDL is to create expert learners- learners who can self-assess, self-regulate, self-monitor, and sustain their effort and persistence.

Teacher Supports

The following resources are available to all teachers

Across the District

- Mentorship program
- Instructional Support Teams (IST)
- Specific Professional Development
- Social Emotional and Family Engagement Specialists
- Collaboration with related service specialists including counseling staff, nursing, and/or administrators
- Community partnerships that support Social Emotional Learning
- Wilmington Education Foundation partnership
- We're One Wilmington

Elementary

- Grade level team meetings
- Literacy and Math Coordinators
- Department meetings

Middle School

- Curriculum Team Leads
- Department meetings for all content areas
- Common planning time for classroom teachers
- House Team meetings

High School

- Curriculum Team Leads
- Department meetings for all content areas
- Common planning time for classroom teachers

Elementary (PK-5)



Academic Resources, Structures and Support Services for all Elementary Students

Possible, but not exhaustive, accommodations and interventions available to all learners

Instructional Interventions

- Information presented orally and in writing
- Adjust or reduce classroom/homework assignments (ex: extended time)
- Preview assignments including main idea and/or content vocabulary
- Break down classroom lessons and/or assignments into smaller segments
- Provide learning expectations/student examples provided
- Provide multi-modal presentation of materials/lessons (ex: auditory and visual cues presented)
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time/time to process information
- Keep format clear and concise on all information presented
- Utilize available technology/computer-assisted instruction
- Use graphic organizers/checklists, and/or rubrics
- Cooperative learning/small group strategies, utilize flexible grouping
- Use of spell-check and editing tools
- Flexible seating
- Provide cues for attention and/or self regulation
- Opportunities for students to make choices

Assessment

- Assessment using a variety of modes (ex: written, oral presentations, drawings, performances, project based)
- Students have opportunities to revise work in order to demonstrate understanding
- Extended time or fewer responses required
- Reduced visual stimuli
- Draw attention to key words and phrases
- Different response types (ex: multiple choice, closed, oral responses, or open-ended questions)
- Tests read aloud, including individual words or phrases

Executive Functioning

- Utilize technology that supports student engagement, organization and learning style
- Incorporate time management, study skills, and organizational skills into instruction
- Incorporate note-taking and test-taking skills (ex: bold/highlighted important points within text)
- Identify behavioral objectives clearly
- Break assignments into manageable chunks
- Utilize visual schedule and transition cues

Elementary (PK-5)



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

Possible, but not exhaustive, accommodations and interventions available to all learners

Instructional Interventions

- Incorporate stress-relief activities
- Provide cues for attention and/or self regulation
- Provide positive feedback and constructive recommendations
- Movement/working walks
- Class breaks/brain breaks
- Lunch time small groups
- Access to sensory tools (ex: Therabands, Theraputty, stress ball, gum, headphones/ear buds)
- Flexible seating (ex: ball chairs, standing desks)
- Opportunities for students to make choices
- Self regulation check ins such as reflection sheets

Teacher Supports

- Utilize SEL family engagement specialist
- Collaboration with community partners
- Collaboration with related service specialists including counseling staff, nursing, and/or administrators
- Instructional Support Team meetings

Communication

- Ongoing and open communication between home and school (ex: emails, phone calls, meetings)
- Identify and network with resource staff (counselor, nurse, resource officer, administration)



Possible, but not exhaustive, accommodations and interventions available to all learners

Instructional Interventions

- Critical classroom information presented orally and in writing
- Preview of key information and/or vocabulary words prior to assignment
- Break down classroom lessons into smaller segments
- Provide study guides and outlines, checklists, and graphic organizers
- Present and repeat instructions multi-modally (visual and auditory)
- State behavioral and academic objectives clearly
- Check for understanding frequently and provide wait time
- Format pages with clear and concise information
- Incorporate student engagement into curriculum planning
- Differentiate content, assignments, and activities based on student needs
- Flexible seating options
- Word Banks and/or sentence starters
- Assistive technology (ex: audiobooks, text-to-speech, read out loud, etc.)
- Extended time on assignments
- Provide structured breaks

Assessment

- Provide extra time
- Flexible seating options
- Students have opportunities to revise work to demonstrate understanding
- Format page for clarity
- Reference sheets
- Test read aloud including individual words or phrases
- Multiple response options can be provided (ex: multiple choice, closed, oral, open response)
- Assessment using a variety of modes (ex: written, oral presentations, drawings, performances, project based)

Executive Functioning

- Incorporate study skills, note-taking, and planning and prioritization into instruction.
- Give extra time to organize material during class



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

Possible, but not exhaustive, accommodations and interventions available to all learners

Instructional Interventions

- Incorporate stress management and mindfulness activities
- Access to school counseling staff
- Advisory period will contribute to building positive and consistent student/staff relationships
- When called on, students volunteer or are given advanced notice
- Provide positive and constructive feedback with compassion
- Use high-impact, engaging lessons
- State classroom expectations clearly
- Provide structured breaks
- Extended time on assignments
- Frequent student check-ins
- Flexible seating
- Access to tools and manipulatives
- Encourage self-advocacy strategies

Teacher Supports

- Curriculum Coordinators and department meetings for all content areas
- Common planning time for classroom teachers.
- Team meetings by house
- Instructional Support Team

Communication

- Contact caregivers
- Contact school counselor
- Share classroom communication system
- Schedule caregivers progress meeting
- Identify and network with resource staff (school resource officer, nurse, etc.)



Possible, but not exhaustive, accommodations and interventions available to all learners

Instructional Interventions

- Critical classroom information presented orally and in writing
- Preview of key information and/or vocabulary words prior to assignment
- Provide student guidance with breaking down classroom lessons into smaller segments
- Supports students to use study guides and outlines, checklists, and graphic organizers
- Present and repeat instructions multi-modally (visual and auditory)
- State behavioral and academic objectives clearly
- Check for understanding frequently and provide wait time
- Format pages with clear and concise information
- Incorporate student engagement into curriculum planning
- Differentiate content, assignments, and activities based on student needs
- Flexible seating options
- Assistive technology (ex: audiobooks, text-to-speech, read out loud, etc.)
- Extended time on assignments
- Allow structured breaks
- Give extra time to organize material during class
- Incorporate study skills, note-taking, and planning and prioritization into instruction

Assessment

- Allow extra time
- Flexible seating options
- Students have opportunities to revise work to demonstrate understanding
- Format page for clarity
- Allow use of reference sheets
- Test read aloud including individual words or phrases at student request
- Multiple response options can be provided (ex: multiple choice, closed, oral, open response)
- Assessment using a variety of modes (ex: written, oral presentations, drawings, performances, project based)

Executive Functioning

- Incorporate study skills, note-taking, and planning and prioritization into instruction.
- Give extra time to organize material during class

High School



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

Possible, but not exhaustive, accommodations and interventions available to all learners

Instructional Interventions

- Encourage and support stress management and mindfulness activities
- Access to school counseling staff
- Advisory period will contribute to building positive and consistent student/staff relationships
- When called on, students volunteer or are given advanced notice
- Provide positive and constructive feedback with compassion
- Use high-impact, engaging lessons
- State classroom expectations clearly
- Allow structured breaks
- Allow extended time on assignments
- Encourage frequent student check-ins
- Allow flexible seating options
- Allow access to tools and manipulatives
- Promote self-advocacy strategies

Communication

- Partner with students and caregivers
- Contact school counselor
- Share classroom communication system
- Schedule student/caregiver progress meeting
- Identify and network with resource staff (school resource officer, nurse, etc.)