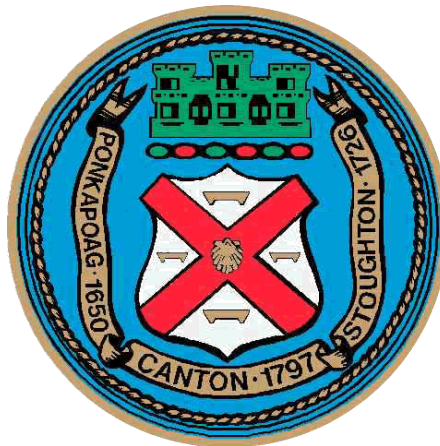# District Curriculum Accommodation Plan (DCAP)

Canton Public Schools

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District Curriculum Accommodation Plan (DCAP)

General Overview

Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners

- Cultural Proficiency Workshops
- New Teacher Orientation and Monitoring Program
- Professional Development Plan
- Instructional Support Team (IST)
- Crisis Intervention Team
- Grade Level and Department Faculty Meetings
- Building Based Leadership Teams
- Curriculum Study Groups
- Professional Learning Community
- CPS Training
- Skillful Teacher
- Envisions Training

- Teacher-Selected Professional Development Activities
- Co-Teaching Conferences
- Differentiated Instruction Conferences
- Envisions
- Individual Student Success Plans
- OAT
- DRA Test Admin Training
- Guided Reading Training
- Retell
- Data Team Meeting
- Vocabulary Instruction

Support Services that are available to students through regular education, including services to address the needs of students whose behavior may interfere with learning

- Second Step (K-3)
- Steps to Respect (5-8)
- Reading Specialist (K-5)
- Title I Teachers
- Reading Specialists (6-8)
- Double Math Period (6-8)
- Reading and Writing Classes (9-12)
- Elementary Math Curriculum Specialists (K-5)
- Boomerang Program
- Summer MCAS Support (9-10)
- Vocational Specialist (9-12)
- Consultative Services: Speech, OT, PT, Vision & Hearing, ASD, Focus Classroom Instructional Support Services
- Tutorial Services for ELL/LEP Students

- Building Based Teams (6-8)
- Academic Support Programs
- Follow-up Services for Students Exiting ELL
- School Psychologists
- School Adjustment Counselors
- Individual/ Group Counseling /Social Skills/Lunch Bunch
- Technology Resources/Tech Integration Specialist
- Guidance Counselors /Career Counseling (6-12)
- PLC's
- Principal and Assistant Principals
- Board Certified Behavior Analysts
- Education Assistants

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Direct and Systematic instruction in reading for all students

- Journeys (K-5)
- Guided Reading
- Balanced Approach to Literacy
- Phonemic Awareness Instruction (K-2)
- Reading Tutors
- Reading Classes 45 minute (6-8)
- Literature-Based Instruction (6-12)
- English Second Language Instruction for ELL
- Inclusion
- Small Group Support

Encouragement of teacher mentoring and collaboration

- New Teacher Institute
- Assessment for Learning Teams
- Middle School Team Planning
- Grade level and department staff meetings
- (BBSP) for Special Education Staff
- Building-Based Committees
- Staff-selected Professional Development Activities
- Mentoring Partnerships Program
- Co-Teaching/Common Planning
- Inclusion Group Meetings
- Building-Based Support Person
- Literacy Teams
- District-Wide Committees (PIM, CRT)
- Curriculum Task Forces
- Meeting amongst New Hires
- Professional Learning Community

Encouragement of parental involvement in the child's education

- School Councils
- Open Houses
- Coffee with Principal
- Packet/Handouts of Curriculum Frameworks, etc available
- Parent Information Sessions
- Weekly Emails (K-5)
- Regular Email Updates (6-12)
- Principal Blog (9-12)
- Monthly Calendars and Newsletters
- Parental Involvement on Building-Based Committees
- District Website with individual web pages for each school
- School Tours
- Open Forums
- Book Clubs
- Class/Grade Level Field Trips/Events/Activities (K-5)
- Parent/Teacher Conferences
- Parent Surveys
- Title I Parent Evening Meetings
- Parent-Teacher Organizations/Parent-Teacher-Student Organizations
- Parent Volunteer Programs
- Curriculum Nights
- Parent Participation in Curriculum Planning Teams
- Meetings between ELL parents and ELL Coordinator
- Parent Student Orientation Night (8)
- Financial Aid Night (9-12)
- Course Selection Night (9-12)
- Teacher Website & Blog

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Additional elements, including changes to the school schedules; review of local curriculum; after-school options, strategies for increasing the use of community agencies and volunteers; review of school policies and discipline codes; and additional staffing or consultation on behavioral issues, literacy development, and supports for gifted and talented students

- Dibels Data Analysis
- DRA/GRADE Data Analysis (1-2)
- Annual Review of Student Handbooks
- Intramurals (6-8)
- Late Bus (6-12)
- Gifted and Talented Grant Programs (3-5)
- Intervention Blocks
- Curriculum Mapping
- Curriculum Renewal Process
- Benchmark Testing
- PACE
- Home to School Interventionist

- MCAS Data Analysis
- Scheduling to allow uninterrupted instruction (1-5)
- Student Handbook
- School-Based Counseling Program
- Block Scheduling Committee
- Guest Speaker/Enrichment Programs
- Guidance Seminar
- Envisions Benchmark Data Analysis
- Journeys Benchmark Data

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Table 1 – Questions that May Help Guide the Assessment of Student Instructional Needs

Questions	Assessment Strategies
How does the student perform within/outside of the classroom and in structured and unstructured activities? - Mastery of basic academic and social skills - Functioning in small group/whole class activities - Peer relations and teacher/adult relations - Strengths, weaknesses	- Systematic observation of student - Student work products - Teacher reports - Anecdotal records - Curriculum-based assessment - Formal/informal test results - Interview with the student and family - Parent/Home Report
Are there gaps in the student's school history? Frequent changes in schools? Erratic School Attendance? Social/Emotional Issues Diverse	- Review of the school history/record - Family interview
Is the student from a linguistically or culturally different background? - Proficiency in oral/written tasks in English and the primary language of the home - Understands directions in English - Primary language of causal conversation - Experience with different types of learning tasks - Child and parent attitude toward primary language - Student comfort with school culture	- Language assessment by assessor fluent in student's primary language - English proficiency assessment - Family interview/home visit - Interview with student - Student work products - Classroom observation - Teacher reports - Diagnostic teaching
Are outside factors influencing student's performance? - Family trauma/crisis - physical care - involvement of outside agencies - employment	- Family Interview/home visit - Interview with Student - Interview with others assessment information - Home School Interventionist
What types of effective teaching strategies are used in the classroom? - Clear teacher expectations - Opportunities for multi-sensory input/output - A range of instructional materials offered - Effective behavior management - Teaching styles matched to student need - Prompt teacher feedback - Ongoing assessment - Uses assessment to guide instruction	- Systematic observation of settings in which the student has difficulty and success - Student work products - Anecdotal records - Teacher reports - Curriculum-based assessment - Formal/informal test results - Consultation with parents on effective ways to learn or demonstrate learning
Is the curriculum broad enough to meet the needs of diverse learners? - Developmentally appropriate - Accommodates learner diversity - Experientially based	- Systematic observation - Teacher reports - Curriculum-based assessment - Formal/informal test results
Do school conditions provide the learner with needed resources and supports? - Availability of support services - Up to date instructional materials	- Systematic observation of the school environment - Review of instructional materials - Student work products - Summary of Intervention Services Provided

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Instructional Support Intervention Process Accommodations to the Curriculum, Teaching Strategies, Teaching Environment, or Materials

This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies

- Provide multi-modal presentation of materials
- Utilize differentiated instruction and assignments
- Develop alternate assessments
- Repeat or re-teach concepts with a different approach
- Offer peer teaching/grouping activities
- Model content area read strategies
- Provide individual help in the classroom
- Arrange small group instruction
- Include study skills strategies
- Utilize transition clues
- Incorporate incentives/rewards
- Utilize technology/computer assisted instruction
- Provide challenge projects
- Offer oral testing
- Offer un-timed tests
- Utilize multiple intelligence/learning style approaches
- Exit slips/Quick Checks
- Dipsticking
- Use of graphic organizers
- Develop integrated curriculum projects
- Provide ESL supports
- Provide manipulatives
- Identify student's learning style
- Provide visual cues
- Break down tasks into manageable steps
- Shorten assignments
- Provide wait time
- Incorporate reading strategies across the content areas
- Investigate computer technology solutions
- Utilize homework logs
- Provide home copies of reference tools/textbooks
- Provide study guides
- Provide strategies to parents
- Provide Checklists for Multi-step Tasks
- Consistent Testing Space

Behavior Intervention Strategies

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

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Classroom and Organizational Strategies

- Provide daily agenda
- Utilize flexible grouping
- Utilize contract learning
- Utilize team teaching
- Implement a frequent progress reporting system
- Cooperative learning strategies
- Consult and co-planning by grade level teams
- Consider extended day programs when available (Title I)
- Provide communication and strategies to parents
- Homework Club
- Color-coded Folders
- Pictures/Visual Schedules

Intervention/Remedial/Challenge

- Provide test-taking strategies and practice
- Utilize miscue analysis/prescriptive teaching
- Develop Study Skills strategies
- Consult with teacher mentors
- Provide after-school help
- Utilize peer tutor/coach
- Form study groups
- Provide strategies to parents
- Structured Reading Programs – OG or Wilson
- Provide appropriate level material (higher students)
- Mixed level intervention groups
- Book Clubs
- PACE