

**Bedford Public Schools
District Accommodation Plan
(DCAP)**

Approved September 2018

**Bedford Public Schools
District Curriculum Accommodation Plan (DCAP)**

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What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools.

Massachusetts 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 the 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 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 BEDFORD Public Schools DCAP has four main objectives:

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners
- To increase, through the DCAP’s articulation, support services and instructional delivery options available within general education settings
- To recommend instructional interventions for struggling learners
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching

Bedford Public Schools believe and expect that all students can learn. The following statements represent this belief system:

- Students have different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development
- Students differ in their ability to work and study independently
- At various times, students experience different reactions and responses to curriculum and instructional task demands
- Students require different amounts of supervision and instruction

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners. All staff may provide individual accommodations to students on an as-needed basis and specific to the content of situation. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

Please note: “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 evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education.”

(Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001)

General education provides a rich educational experience for all students. Bedford Public Schools are committed to developing the general education classroom so that all students can find success in that learning environment. The Bedford School District endeavors to make the general education classroom an appropriate placement for all students.

District-Wide Student Supports

Universal Screening
Literacy Intervention
Student Support Teams
English Language Learner Instruction
Differentiated Instruction
Curriculum and Technology Integration
Section 504 Plans
Bedford Youth and Families
Parent/Guardian Teacher Consultations
Technology Resources - ipads, Chromebooks, apps

School Counselor Check-Ins
1:1 Counseling
Behavior Plans/Contracts
Adjustment Counselor Support & Consult
Restorative Justice (6-12)



Elementary K-5
Grades K-2

Social Emotional - Open Circle (K-2)
Social Thinking / Zones of Regulation
Small Group Counseling
Senior Literacy Volunteer Program
EA/TA Support in classrooms
Enrichment Program
1:1 Classroom Specialist Support

Grades 3-5

Social Emotional - Responsive Classroom
Homework Club
Title One Morning Reading
Small Group Counseling:
 Social Skills
 Lunch Groups
Morning Math Support
Class Meetings
WIN Block

Middle 6-8

Teaching Assistants in Classrooms
After or Before School Help with Teachers
Academic Skill Center Support
 Math Lab
 Writing Lab
 EF and Organizational Skills
IXL Math Program
Mindful Minute
Girls' Talk Club
The Chain Reaction Committee
Calculus Project
Small Group Counseling:
 Social Connection
 Lunch Groups
 Grief Group with The Children's Room
NHS Tutoring

High 9-12

Teaching Assistants in Classrooms
1:1 ipad
After School Help with Teachers
Flex Block
Academic Achievement Center
 Math Support
 Writing Support
Math Center
Independent Directed Study
Lighthouse Program
Math/Science Tutors
Structured Breaks
Small Group Counseling
NHS Tutoring

District-Wide Teacher Mentoring & Collaboration

- District early release time (Teacher Wednesdays)
- New Teacher Induction Program
- Meeting with Mentor Teacher (new teachers)
- Common planning time for co-teachers
- District School Year PD for instruction and collaboration
- Cluster collaboration (K-2)
- Pod Meetings (3-5)

District-Wide Professional Development Opportunities

- Tuition reimbursement
- Summer curriculum development opportunities
- Professional Development Committee (educator offerings and tuition reimbursement)
- Anti-bias training program for new staff (IDEAS); additional offerings beyond initial course
- EDCO professional development offerings
- Partnership with Teachers as Scholars and Primary Source
- Job-embedded professional learning during faculty meetings, department meetings, and district early release time (Teacher Wednesdays), and professional days (EdCamp)
- Grade level professional development
- Schoolwide leadership team (including curriculum coordinators, grade level leaders, and administration) helps to design and implement professional development for the whole school as well as individual grade level
- Cluster, pod, team and department professional learning

Changes to School Schedule - Additional Instructional Time - Block Scheduling

- Cluster teams schedules are designed to be flexible to change the schedule based on student needs (K-2)

- WIN Block (3-5)
- Flex block (9-12)
- Directed Study (6-12)
- Addition of general education academic supports
- Course level adjustments (6-12)
- Reduced credit load (6-12)
- Access to online courses for credit recovery (9-12)

Additional Staffing/Consultation on Academic and Behavioral Concerns

- BCBA counselors/consults (K-5)
- A group of staff members is trained in de-escalating students in crisis (K-5)
- Instructional Coaches
- Adjustment counselor support and consultation
- Collaborative Problem Solving Team is available to consult and plan for particular students

Support for English Language Learners

- Students identified as EL receive support in the English Language Education (ELE) program with certified ESL teachers
- EL instruction focuses on listening, speaking, reading, and writing in English and all EL are assessed annually with ACCESS
- ESL teachers participate in professional development to improve existing curriculum and classroom instruction with EL
- EL Parent/Family events are held three times per year
- Parent-Teacher conferences with interpreters as needed
- ESL teachers provide instructional services both inside the classroom and through small group pull out instruction
- EL instruction varies in approaches including the use of technology to meet individual student needs

Communication and Opportunities for Parent/Guardian Involvement

- Two way communication via email and phone calls
- Parent Meetings
- Back to School Nights
- Parent-Teacher Conferences
- Teacher websites/blogs
- BEST Parent Organization (K-5)
- Bedford High School Parent Association (BHSPA)
- Middle School Parent Association (MSPA)
- Aspen Portal - posting of grades (6-12)
- School Council
- Principal's Roundtables

Review of Local Curriculum - State Learning Standards

- Ongoing curriculum review in relation to state standards, including common assessments as well as standardized tests
- Review of student outcomes and trends in relation to state learning standards
- Program Administrators and Program Directors assist principals and teachers with curriculum and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, curriculum resources acquisition and allocation

Instructional Support Strategies

Instructional support strategies include accommodations to the classroom instruction, student responses, 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. Educators implement practices according to the developmental needs of the student, balancing necessary support with gradual release of responsibility (e.g. moving in the direction of greater student independence over time).

Curriculum/Instruction/Assessment

- Make expectations and goals of lessons and activities clear for students, including articulation of learning goals
- Identify key vocabulary and repeat that vocabulary often during a lesson
- Preview and review new concepts
- Provide varied opportunities for students to practice new concepts
- Provide students with regular opportunities to engage actively in instruction
- Draw on students background knowledge to connect to new information
- Simplify language to introduce new concepts
- Check for understanding
- Clarify directions or questions
- Provide directions and lessons in multisensory ways (visual, auditory, hands-on)
- Evaluate student understanding using multiple formats
- Check for all students' understanding frequently; monitor student progress and give students feedback
- Incorporate opportunities for student movement into lessons
- Provide cueing and “wait time” or “think time” to encourage participation
- Model expectations
- Use checklists, teacher check-ins, calendars, project organizers, or other strategies to break down larger or long-term assignments
- Provide multi-modal presentation of instruction and materials, including use of manipulatives and graphic organizers
- Repeat or re-teach concepts with a different approach
- Differentiate instruction and assessments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Utilize “think alouds”, and conversation strategies to develop metacognitive skills
- Show examples of the finished products, and provide rubrics to communicate and reinforce expectations
- Provide and teach how to use manipulatives when necessary (counting cubes, number lines etc.)
- Provide modified workspaces or preferential seating when necessary (seating, location etc)
- Purposeful paired work or small group instruction
- Incorporate incentives and reward systems, including student graphing of own progress

- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals; post homework in consistent location
- Provide study guides, reference tools, web sites and textbooks for homework support
- Station work
- Provide strategies to parents to support student learning and progress
- Allow extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- Provide a scribe when needed to assess student knowledge
- Allow the use of word processing for assignments and assessments
- Explicitly teach reading and test-taking strategies

Behavioral Support Strategies

- Post classroom expectations in view of all students
- Post a visual schedule/ provide individual ones when necessary
- Incorporate stress-release activities
- Include movement breaks and energizers during instructional periods
- Adjust classroom management strategies
- Arrange seating to prevent behavioral difficulties
- Remove distractions
- Develop logical consequences
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor and assess student behavior
- Arrange classroom interventions by guidance or adjustment counselor when necessary
- Contact parents; facilitate parent support, strategies, and communication
- Consult with school psychologist, guidance counselor, adjustment counselor, special education staff
- Arrange classroom observations by school counselors, BCBA and school adjustment counselors as needed

Organizational Strategies

- Post a visual schedule, including agenda, objectives and homework (if applicable); provide individual schedules when necessary
- Utilize flexible groups
- Clarify directions and expectations
- Use timers or reminders to help prepare students for transitions between activities/tasks
- Develop a system of cues for classroom attention
- Use consistent and familiar routines

- Provide and teach students how to utilize graphic organizers and visuals for planning
- Provide check-lists or task breakdowns for multi-step tasks
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents