

Tewksbury Public Schools

District Curriculum Accommodation Plan



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.”

Civil Rights Notification

No person shall be excluded or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, native language (or language other than English), sexual orientation, homelessness, or disability.

Any questions should be directed to the Assistant Superintendent of Schools, 139 Pleasant Street, Tewksbury MA, 01876, 978-640-7800.



TPS District Strategy

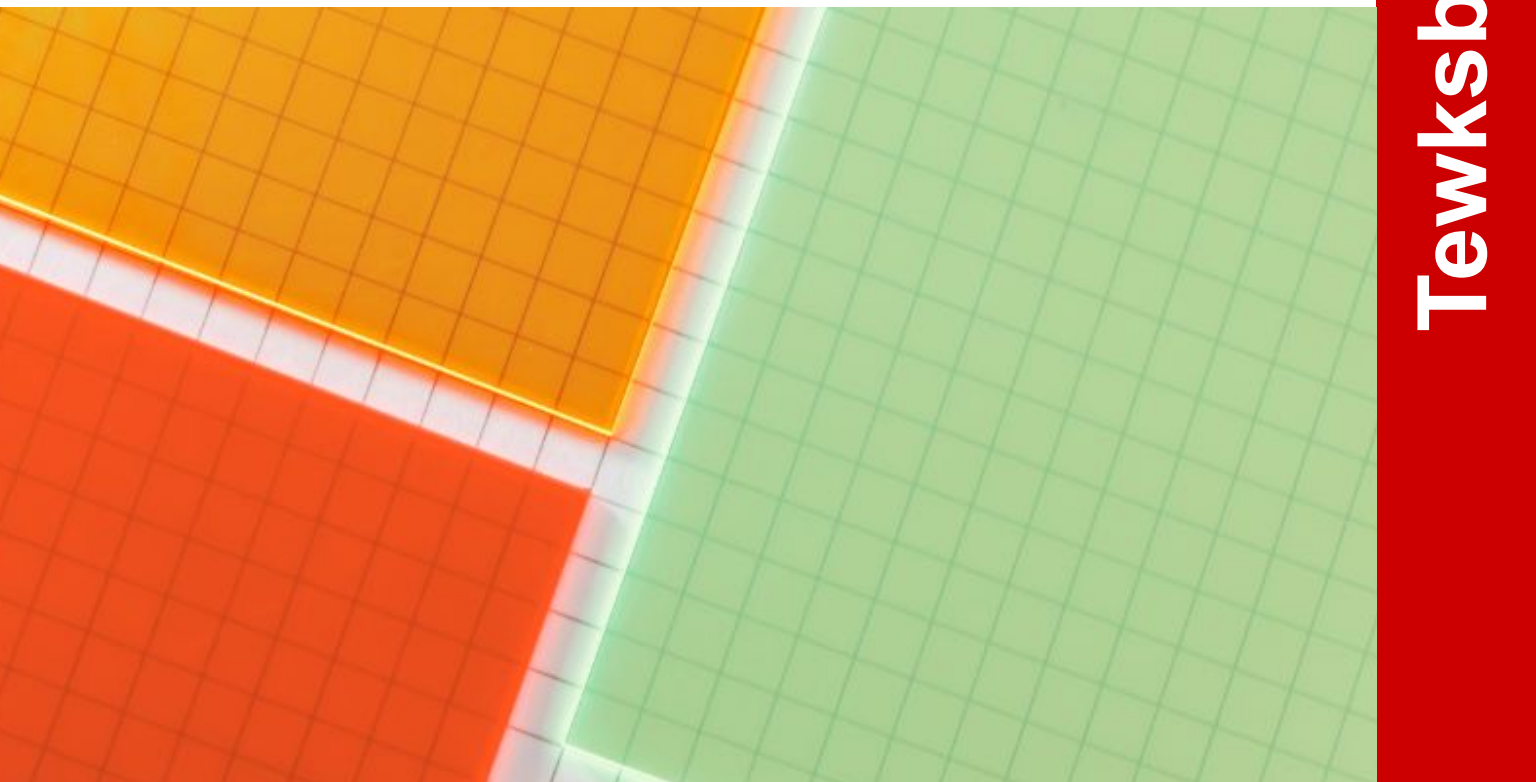
The Tewksbury Public Schools Community believes that our educational program will reflect our collective Vision of a Learner. Our consistent observable growth among our students and staff will be evident in the achievement of academic, social and emotional success in school and far beyond.

The Tewksbury Public Schools strives to assist our students in becoming Collaborative Learners, Creative Problem Solvers, and Effective Communicators.

Vision of a Learner (VoL)

During the 2022-2023 school year, the Superintendent and Assistant Superintendent engaged in discussions with students, parents/guardians, faculty, administrators, and community members. Through these dialogues and surveys conducted with these essential stakeholders, Tewksbury Public Schools has embraced the following qualities for our Vision of a Learner (VoL):

- Collaborative Learners
- Creative Problem Solvers
- Effective Communicators



Purpose:

The District Curriculum Accommodation Plan (DCAP) is designed to ensure equitable access and support for all students with diverse learning needs within our school district. TPS is committed to fostering an inclusive educational environment where every student has the opportunity to succeed by addressing their unique accommodation requirements.

Goals

- **Individualized Support:** Tailor instructional support to meet the specific needs of each student, ensuring they can actively participate in educational activities.
- **Inclusion and Equity:** Promote inclusive practices that recognize and respect the diversity of students, providing equal access to educational opportunities.
- **Collaboration:** Facilitate collaboration among educators, support staff, parents, and students to create a cohesive and supportive network focused on student success.
- **Compliance:** Ensure compliance with federal and state regulations, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, to safeguard the rights of students with disabilities.

Key Activities

- **Needs Assessments:** Collect data to identify students' learning needs and determine suitable accommodations.
- **Monitoring and Evaluation:** Analyze data regularly to assess the effectiveness of interventions, adjusting strategies as needed to support students' evolving needs.
- **Differentiated Supports:** Utilize targeted instruction to address diverse learning styles and needs.
- **Ongoing Assessment of Social Emotional Student Needs:** Monitor and analyze data regularly on students' social-emotional well-being, implementing necessary interventions and accommodations.
- **Training and Professional Development:** Provide continuous training for educators and staff on best practices, inclusive classroom environments, and relevant laws and regulations.
- **Resource Coordination:** Identify and allocate resources, including assistive technology, specialized instruction, and support personnel, to effectively implement accommodation plans.
- **Family Engagement:** Promote open communication and collaboration between parents and the school district to ensure shared understanding of intervention and accommodation plans.
- **Student Support Teams:** Meet regularly to identify appropriate interventions for students needing additional support.

Benefits

- Enhance educational experience for students with diverse learning needs.
- Improve collaboration and communication among educators, students, parents, and support staff.
- Increase compliance with legal requirements, ensuring the protection of students' rights.
- Foster inclusivity and equity within the educational environment.

What is MTSS?

A [multi-tiered system of supports \(MTSS\)](#) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Description of Tier 1, 2 and 3

Tier 1: All students receive high-quality, scientifically based instruction, differentiated to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: Student receives individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

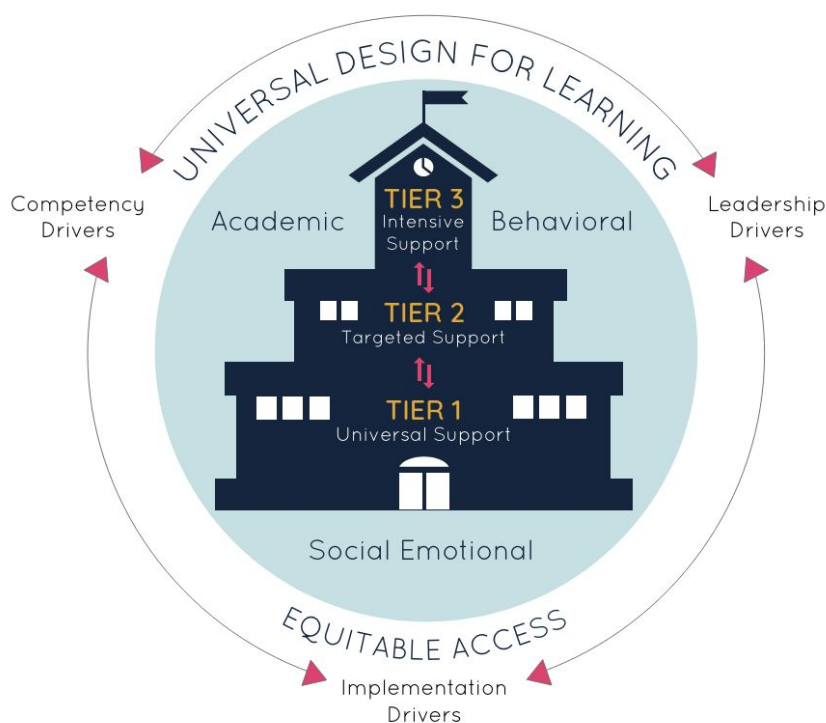


Image retrieved from <https://www.doe.mass.edu/sfss/mtss/blueprint.pdf>

What is a District Accommodation Plan?

Mass General Laws require each school system to adopt and implement a DCAP. The plan is intended to support principals and teachers as they ensure that all possible efforts are made to meet student needs within the general education environment. By analyzing and accommodating the wide range of student learning styles we can provide a truly inclusive environment for all of our learners.

Accommodations

Accommodations are variations in the way a student accesses learning, without modifying the standards. They assist the student in more effectively accessing the curriculum in the general education setting. Accommodations may include adapting curriculum, teaching strategies, the environment, and/or materials. Accommodations are provided to students by general educators, and can be provided to any student at any time. Accommodations are closely aligned with good teaching practices, and may be categorized across four domains.

1. Presentation
2. Timing/Scheduling
3. Setting/Environment
4. Response



Structures and Support Services for all Students:

Below is an overview of the four domains of accommodations.

Presentation of Instruction

Intentional decisions for how information is provided to a student by considering specific ways to present, explain, and demonstrate information to students to enhance learning effectiveness.

Considerations include:

- Clarity and structure
- Engagement techniques
- Multisensory approach
- Feedback and assessment
- Differentiation
- Modeling and demonstration
- Practice and reinforcement
- Reflection and metacognition

Timing/Scheduling

Intentional decisions for structuring and organizing various activities, tasks or interventions in a way that optimizes their effectiveness and efficiency

Considerations include:

- Optimal periods for activities
- Developmental stages
- Seasonal considerations
- Creating timetables
- Allocating time for key activities
- Flexibility and adjustments

Setting/Environment

Intentional decisions for adjusting the environment for the student.

This encompasses various elements that create an optimal atmosphere for education and directly influence the effectiveness of teaching and learning.

Considerations include:

- Physical Environment
- Social Environment
- Cultural Environment
- Psychological Environment
- Technological Environment
- Temporal Environment

Response

Intentional decisions for how a student will provide information to the teacher or others.

This encompasses a range of behaviors and feedback mechanisms that indicate how well students are understanding, engaging with, and internalizing the content.

Considerations include:

- Oral participation
- Written response
- Performance tasks
- Verbal response
- Non-verbal response
- Behavioral response
- Student feedback
- Student self-reflection
- Student engagement

Presentation of Instructions - Structures and Support Services for all Students:

Possible accommodations and interventions that may be recommended for, but are not limited to general education students

Presentation of Instruction

- Workshop model
- Gradual release of responsibility (GRR)
- Scaffold complex concepts and provide leveled problems for multiple entry points
- Multimodal learning styles (oral, visual, kinesthetic, digital)
- Pre-teach or re-teach key vocabulary (word bank, visuals)
- Peer tutoring/mentoring/study buddy
- Clarify directions or questions. (visual, verbal)
- Frequent checks for understanding/Summarize key points
- Provide agendas and objectives that clearly articulate learning goals for students
- Provide a model of the finished product (criteria for success/rubric)
- Provide more frequent parent/guardian communication
- Visual Aids (charts, graphs, pictures, diagrams, interactive white boards)
- Printed notes, lecture notes, slides
- Color coded information (highlight key points and organize information visually)
- Audiobooks and recordings, audio amplification
- Repetition/paraphrasing
- Hands-on activities
- Movement breaks
- Manipulatives
- Mindfulness activities
- Soothing music
- Social stories

Timing/Scheduling - Structures and Support Services for all Students:

Possible accommodations and interventions that may be recommended for, but are not limited to general education students

Timing/Scheduling

- Extended time for assignments/assessments
- Frequent breaks
- Flexible deadlines/start times
- Paced workload (distributed over longer period of time)
- Advanced notice of assignments
- Chunking of tasks
- Alternative schedule (to provide time for remediation/pace of learning)
- Planners, timers, scheduling apps
- Visual timers
- Clear and consistent routines
- Reduced workload (quality over quantity)
- Check In/Check Out System
- Alternative testing times (more alert/focused)
- Minimize transitions
- Time out pass (provide a pass for students to take a time out when feeling overwhelmed or need a break)

Setting/Environment - Structures and Support Services for all Students:

Possible accommodations and interventions that may be recommended for, but are not limited to general education students

Setting/Environment

- Flexible seating options (standing desk, wobble chairs, floor seating)
- Varied groupings in the classroom for different purposes (homogeneous groups, heterogeneous groups, individual conferences)
- Preferential seating
- Organized & clutter-free spaces
- Designated quiet work areas
- Study carrels to reduce visual distractions
- Sensory tools (calming corners, controlled lighting, fidgets, noise canceling headphones, gum)
- Assistive technology
- Use of a word wall (whole class or individual) for key academic terms
- Visual schedules
- Utilize Open Circle, Responsive Classroom, Zones of Regulation
- Repeated practice in school routines out of the context of actual events

Structures and Support Services for all Students:

Possible accommodations and interventions that may be recommended for, but are not limited to general education students

Response

- Variety of assessment/assignment modes (present, design, perform, write, oral, draw)
- Performance test vs written test
- Project-based assessment
- Visually modified tests (smaller chunks, enlarged print)
- Closed vs open-ended questions
- Test read aloud
- Prompting & cueing
- Graphic organizers
- Sentence starters
- Word banks
- Spelling & grammar assistance
- Voice to text software (communication devices)
- Typing instead of writing
- Use of scribe
- Assistive technology
- Study guides
- Open book/notes
- Collaboration support (partner, small group)
- Differentiated and/or reduced homework
- Student choice
- Break the assessment/assignment into chunks
- Repeat directions as needed
- Encourage student to repeat directions back in own words
- Message box for students to place thoughts
- Social stories
- Reflection sheets
- Contracts (first/then, when/then)
- Visually represented compliance/non-compliance protocols
- Home/school connection for behavior protocols
- Provide a variety of ways to respond: oral, choral, student white boards, etc.

Teacher Supports

Teacher supports refer to resources, training, and strategies provided to educators to help them effectively implement accommodations for students with diverse learning needs. These supports ensure that teachers can create an inclusive learning environment that meets the individualized educational requirements of all students.

Teacher Supports

- **Access to Specialists:** Availability of special education teachers, speech therapists, occupational therapists, behavior specialists and psychologists for consultations.
- **Assistive Technology:** Access to tools such as text-to-speech software, communication devices, and other educational technologies.
- **Behavioral Support:** Training and resources for implementing positive behavior intervention strategies and managing classroom behaviors.
- **Classroom Aides:** Support from paraprofessionals or instructional aides to assist with individual student needs.
- **Collaborative Planning Time:** Scheduled time for teachers to collaborate with special education staff and co-teachers to plan and adapt lessons.
- **Flexible Scheduling:** Adjustments in scheduling to allow for additional time for testing, breaks, and individualized instruction.
- **Instructional Coaches:** Access to instructional coaches who assist teachers in developing and implementing effective instructional strategies tailored to diverse student needs.
- **Instructional Materials:** Provision of adapted and supplementary materials such as visual aids, manipulatives and modified textbooks.
- **Mentorship Programs:** Pairing less experienced teachers with veteran educators who have expertise in accommodating diverse learners.
- **MTSS Playbook:** The MTSS (Multi-Tiered System of Supports) Playbook is a comprehensive guide designed to help schools implement a multi-tiered approach to support students' academic, behavioral, and social-emotional needs. It outlines strategies and best practices for creating and sustaining an effective MTSS framework, including data-driven decision-making, evidence-based interventions, and progress monitoring. The playbook aims to ensure that all students receive the appropriate level of support to succeed.
- **PRIM:** The PRIM, or [Pre-Referral Intervention Manual](#), is a resource designed to help educators identify and address student behavioral and academic challenges before considering formal special education referrals. It provides a variety of intervention strategies aimed at addressing and managing a wide range of academic and behavioral issues in the classroom.
- **Professional Development:** Regular training sessions on differentiated instruction, special education strategies, and the use of assistive technologies.
- **Professional Learning Communities:** Facilitated PLC's where teachers regularly meet to share experiences, discuss learning challenges and collaboratively develop strategies to support all learners.
- **Student Support Team:** a multidisciplinary group of educators, administrators, and specialists who collaborate to identify, assess, and develop intervention strategies for students facing academic, behavioral, or social challenges. The team works together to create individualized support plans to help students succeed and thrive in the educational environment.