BOSTON COLLEGIATE CHARTER SCHOOL

District Curriculum Accommodation Plan

2026-2027

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What is a DCAP?
DCAP stands for District Curriculum Accommodation Plan. All schools and districts in Massachusetts are required by Massachusetts General Law to have a DCAP. There is also an amendment that includes the role of school councils around the DCAP. The language from the law is as follows:

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."

School Councils and District Accommodation Plan, Ch. 71 Section 59C -Amended Language
"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a
School Improvement Plan."

Purpose and goals of the DCAP
The DCAP is a resource to identify supports and accommodations available to all students in the general education classroom. All students are different and therefore the instruction and supports we provide will vary from student to student across grade levels and subjects. The DCAP can help school staff and families better understand the wide range of instructional and behavioral supports students can access through the general education setting. It also can be used to clarify the difference between regular accommodations and more significant accommodations and modifications that require an IEP or 504 plan.

Through the Boston Collegiate DCAP, we aim to meet the following goals:
1. Provide all teachers with training and tools to meet diverse learning styles of all students
2. Provide support services to all students through the regular education program
3. Implement a standard process by which all student challenges within the classroom are identified and addressed
4. Provide direct and systematic instruction in reading for all students
5. Encourage the learning and growth of all students through family involvement in students' education
6. Ensure additional staffing or consultation on student challenges
7. Provide a list of accommodations and instructional strategies to assist students in accessing the core curriculum

GOAL #1: Provide all teachers with training and tools to meet diverse learning styles of all students
We work to provide our teachers with training and support in the following ways:

- Teacher summer orientation with required trainings
- Weekly professional development sessions via school level, department, grade level, and all staff meetings
- External professional development
- Regular classroom feedback on instructional practices
- Bi-weekly and weekly one-on-one meetings between teachers and student support liaisons
- Instructional coaching for teachers
- New teacher induction
- Regular dissemination of tools for classroom teaching and sharing of materials
- Individual professional development opportunities throughout the year

GOAL #2: Provide support services to all students through the regular education program

We have embedded layers of support to ensure the success of all students including services to address the needs of students whose behavior might interfere with learning:

- After school tutoring and office hours
- In school intervention for reading, math and core content
- I-Ready diagnostics and analysis
- MCAS preparation and analysis
- Dean and paraprofessional classroom support
- Restorative justice based culture
- Use of circles in advisory and class
- Behavior plans
- 504 plans (if students qualify)
- Advisory
- Peer tutoring
- Afterschool programming
- English Language Learners Services
- Core Value recognition
- Technology resources
- Differentiated instruction
- Wayfinder groups

GOAL #3: Implement a standard process by which all student challenges within the classroom are identified and addressed

We use multiple processes to identify and address student challenges within the classroom including the following:

- Meetings with teachers and family to share challenges and develop action plans
- Regular and targeted tutoring facilitated by all classroom teachers both after school as needed and embedded in the school day. Focus/Flex blocks allow for targeted support in the school day
- Reward/incentive plans
- Behavior, classroom, or homework success plans
- Wayfinder assessment and grouping
- Grade level team meetings
- Regular teacher collaboration (daily in teacher offices, weekly liaison meetings)
- Weekly grade level Response to Intervention (RTI) meetings

GOAL #4: Provide direct and systematic instruction in reading for all students:

- 5 periods of ELA for all grades each week, plus an additional Writing Explorations class in grades 5-7
- Administration of writing interim assessments annually, results drive writing and reading instruction.
- Regular, school-wide DEAR (grades 5-6)
- Students of concern identified through reading diagnostic; teachers have on-going consultation with special education teachers
- School-wide expectation that all students have an outside reading book with them at all times
- School librarian at our 5/6 campus and Reading Specialists in each school (Lower, Middle, and High) to match students with appropriate reading material and provide supports as needed
- Leveled libraries to match students with appropriate book choices
- I-Ready Diagnostics and analysis (Grades 5-10)
- I-Ready Personalized Learning (Grades 5-10)
- Lexia
- Wilson trained and certified teachers
- Literacy specialists at the lower, middle, and high school
- REWARDS interventions for reading (Grades 5-10)
- Sheltered English Immersion & English as a Second Language instruction

GOAL #5: Encourage the learning and growth of all students through family involvement in students' education

Through partnering with families and caregivers, we promote the growth and learning of all students in multiple ways:

- New family and student orientation
- Back to School nights
- Family conferences
- Student Support Parent Advisory Council (SSPAC)
- English Learners Parent Advisory Council
- Family Engagement group ("B-Connected")
- College Counseling staff and support
- Weekly school-wide newsletter
- Family and student surveys
- Standards-based progress reports and report cards (Lower School)
- Report cards and progress reports (Middle and High Schools)
- Family events (both cultural and academic)
- Student performances

GOAL #6: Ensure additional staffing or consultation on student challenges

Our team has a number of specialists on the team and consultants who work with the school to support our general education program in addressing the needs of students including:

- Literacy specialists (Lower, Middle, High)
- School psychologist
- Speech and Language Pathologist
- Occupational Therapist
- School Counselors
- Student Support managers

- Department chairs
- Instructional coaches
- Special education liaisons
- Multilingual Language Coordinator
- ESL specialists
- Regular consults with board-certified behavior analyst, physical therapist, vision specialist, and mobility and orientation specialist
- Nursing team, including Nursing Lead
- Bilingual staff to support tier 1-3 interpreting services when available

GOAL #7: Provide a list of accommodations and instructional strategies to assist students in accessing the core curriculum

Below is a list of accommodations that support access to the core curriculum. This list is not intended to be exhaustive but rather highlights possibilities.

<u>Organizational Strategies</u>

- Provide agenda
- Provide an established daily routine
- Clear homework recording system/teacher check-ins
- Allow students to access electronic homework lists (pictures, GoogleDoc, website, etc.)
- Clear and consistent instructions and expectations
- Instructions provided through multiple modalities (visually, verbally, pictorial, etc.)
- Break assignments into small, clear steps
- Number/order steps for task completion
- Provide templates and models (exemplars)
- Provide due dates for separate steps (chunking)
- Well managed transitions
- Accessibility to schedules (visual)
- Color-Coding
- Specific identified location for turning in assignments, getting materials, etc.
- Support/Guide notebook organization

<u>Instructional Strategies</u>

- Multimodal presentation of information
- Hands-on learning activities
- Include transition cues
- Provide wait time for responding to questions or formulating discussion thoughts
- Use technology to assist instruction
- Provide models and templates
- Preview, repeat or re-teach key concepts
- When reviewing or re-teaching vary methods using repetition, simpler explanations, more examples, and modeling
- Frequent checks for understanding
- Build background knowledge within lessons
- Teach new vocabulary/review previously taught vocabulary
- Provide an overview of the lesson before beginning
- Use concrete examples of concepts before teaching the abstract
- Reduce the number of new concepts presented at one time
- Limit teacher talk time
- Monitor the rate at which material is presented

- Vary instructional groupings throughout lesson (whole class, small group, partner, individual)
- Build into lesson opportunities for students to process new information (written, peer discussion, etc.)
- Monitor student's comprehension of language used during instruction
- Utilize peer helpers to support understanding of directions and offer collaborative work production
- Warm calls- letting students know that you will be calling on participants

Assignments and Assessments

- Provide study guides
- Preview test vocabulary/concepts
- Allow for extended time or assignments if needed
- Provide examples of proficient work
- Provide quiet testing environment
- Clarify test directions
- Teach test taking and study strategies and provide practice
- Provide a variety of question types
- Utilize pretest data
- Use vocabulary/word banks
- Break tasks into smaller units or chunks
- Use of rubrics to provide clear expectations for student output
- Review expectations for homework
- Reduce the amount of homework assigned

Literacy

- Teach students to look for memory cues (mnemonics) within the words
- Keep good models and samples of written work visible for reference
- Utilize the writing process including: Prewriting (brainstorming, clustering, semantic mapping, diagramming, etc.), Writing, Revisions/Editing (utilizing peer and teacher feedback to revise piece), Publishing (sharing out of final work with an audience beyond the teacher)
- Provide alternative vocabulary to often "over-used" words (word lists, thesauruses)
- Allow students to access Word to Word Bilingual dictionaries on Chromebooks
- Instruct the use of and provide access to graphic organizers
- Writing topics should be relevant and motivating to the individual students
- Provide authentic correspondence activities to encourage and motivate reluctant writers
- Teach descriptive language
- Provide resources/visuals to enforce proper use of mechanics
- Use of pre-reading strategies (class discussions, brainstorm, predictions, clarify purpose for reading text, create story outline or overview)
- Teach comprehension and word attack strategies explicitly and utilize visual aids to reinforce their use
- Support students making text-to-text, text-to-self, and text-to-world connections
- Allow for multiple methods to show comprehension (writing, orally, visual, etc.)
- Teach use of text features to support reading comprehension (pictures, graphics, tables, etc.)
- Teacher read-aloud/think aloud to model fluency and internal thought processes for comprehension and inferencing
- Partner and individual reading opportunities
- Access to audiobooks used as a class not individually assigned

Mathematics

- Allow students to use calculator, number lines, multiplication tables, or reference sheets when appropriate
- Color highlight operational symbols
- Access to hands-on manipulatives during classwork and assessments
- Teach problem solving strategies and encourage their use (including: look for a pattern, construct a table, make an organized list, act it out, draw a picture, use manipulatives, guess and check, work backwards, write an equation, solve a simpler/similar problem first, make a model, and eliminate possibilities)
- Relate instruction/concepts to real world application
- Utilize cooperative groups to enhance math conversation
- Reduce the number of similar problems assigned
- Access to graph paper or lined paper held vertically
- Fill in the blank notes
- Reduce the amount of language
- Provide vocabulary word and picture if applicable

Writing Strategies

- Accessibility of tools, exemplars, and models
- Frequent revisiting of skills
- Use of familiar formats/structures and graphic organizers
- Exposure of strong models, anchor text, anchor charts
- Strategy resource list
- Direct instruction of writing process/formula
- Direct instruction of editing skills
- Teacher think-alouds of metacognition (explain your thinking as you write or read)
- Graphic Organizers
- Use of technology, computer or iPad
- Provide a checklist of writing mechanics

Fine Motor/Visual Motor Integration

- Reduce the amount of copying from text and board
- Accept key word responses instead of complete sentences
- Highlight appropriate writing lines to assist with proper letter formation
- Use of smaller writing utensils, broken crayons, pencil grips, etc.
- Use larger-spaced, larger-lined paper
- Increase white space or provide graph paper for math work

Visual Processing

- Keep written assignments and workspace free from extraneous and/or irrelevant distractions
- Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning
- Provide students one page to complete at a time rather than a comprehensive packet of papers
- Avoid having student copy from the board
- Avoid crowded, cluttered worksheets and testing materials by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, bolding, or underlining

Language Processing

- Give written/pictorial directions to supplement verbal directions
- Slow the rate of presentations
- Paraphrase information
- Keep statements short and to the point, one step directions
- Avoid use of abstract language such as metaphors, idioms, and puns
- Keep sentence structures simple
- Encourage feedback from student to check for understanding, ask student to repeat back directions
- Familiarize student with new vocabulary before beginning the lesson
- Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- Gain student's attention before expressing key points
- Utilize visual aids such as charts, graphics, and graphs
- Utilize manipulative, hands-on activities whenever possible
- Cue students by calling their names before asking questions
- Make them aware they will be called on and provide opportunity to listen to other student responses first

Social/Emotional

- Allow student to see counselor/support staff when needed
- Monitor levels of tolerance and be mindful of signs of frustration
- Communicate changes in routine (schedule and staff) ahead of time, when possible
- Thoughtfully group students with appropriate peers
- Supported student groupings
- Structured conversation prompts
- Prep students prior to calling on them in class
- Approach students with "How can I help?" rather than making assumptions about what they need
- De-escalation check-out (let student cool down, then connect with them after they've had a problem) Use "I notice…" statements
- Use token systems for preferred activities or time away from academic tasks
- Use of peer models
- Pre-teaching social cues and expected social behaviors
- Empower strong social students to communicate to those that have a higher level of need in the area, teach stronger peers how to speak up respectfully

Behavioral

- Define clear expectations and consistently enforce them
- Explicitly teach expected behaviors, routines, and procedures of the classroom
- Use literature connections to teach and review expected behaviors
- Create a behavior plan/contract with students, collaborate with the student to determine contract requirements, and use positive incentives for completion
- Create behavioral expectations as a class/school and post visuals
- Preferential Seating (close to instruction, away from distraction, etc.)
- Provide incentives (individual or class-wide)
- Frequent communication with parents
- Avoid the use of confrontational techniques/Avoid power struggles
- Check-in/Check-out with identified staff member
- Teacher movement/circulate around the learning space
- Incorporate breaks (movement, sensory, task demand, etc.)

- Identifying a familiar adult/space where the child can go to cool down or designate a "cooling off" location within the classroom
- Use prevention strategies when responding to patterns of behavior
- Withhold attention or responses to minor attention-seeking behaviors
- Respect privacy of individual students (speak privately, without an audience of peers to student about inappropriate behavior)
- Use Declarative Language ("I notice everybody is lining up") rather than imperative language ("Go line up with your class.")

Motivation

- Determine student interests and learning styles and then design flexible activities accordingly
- Provide the student with formative feedback within the classroom
- Provide a classroom job/responsibility/opportunity to be a role model or leader
- Identifying a familiar adult/space where the child can go to act as a "helper"
- Provide the student with choices
- Praise expected behavior
- Give an individualized cue to begin work for reluctant starters
- Check on progress in the first few minutes of work
- Provide time suggestions for task completion

Attention

- Ask students to repeat directions or explain directions in their own words
- Change activities frequently to accommodate short attention spans
- When lecturing, talk for no more than five to ten minutes and then have a student-directed activity and check for understanding
- Plan varied activities during class period including at least one that allows for movement
- Give directions and information verbally, written, and visually
- Establish relevancy and purpose for learning by relating to previous experiences (activate prior knowledge)
- Seat student close to teacher or away from distractions
- Use preferential seating (consider individual child preference for optimal learning)
- Help keep student work area free of unnecessary materials
- Make frequent checks for understanding and assignment progress/completion
- Give advance warning of when a transition is going to take place, give students a role/job during transitions
- Prioritize assignments and/or steps to completing the assignment for student
- Break larger assignments into smaller steps with teacher check-ins or intermediate breaks
- Use physical proximity and nonverbal cues to help student refocus
- Preview and review key concepts of lesson
- Provide positive feedback
- Access to fidgets, sensory tools, seat cushions, etc.
- Checklists for task completion
- Support notebook, desk, student learning space organization
- Use visual timers
- Identify with student appropriate stopping places during independent work
- Access to mutually agreed on alternative work areas within the classroom
- Provide copies of completed notes as needed

Accommodations have been adapted from multiple sources including Reading Public Schools DCAP and Weston Public Schools DCAP.