

**Andover Public Schools**  
**District Curriculum Accommodation Plan**  
*Revised September 1, 2023*



**Introduction Statement**

The District Curriculum Accommodation Plan (DCAP) describes accommodations, instructional supports, and interventions that are provided to students who are experiencing difficulties mastering content areas. The DCAP is a tool coordinated to assist teachers and specialists in providing differentiated learning experiences to ensure that students can make progress in their learning through the use of various teaching modalities. This tool provides teachers with examples of accommodations to use with students to ensure access to Tier 1, standards-based, classroom instruction. This tool does not provide accommodations for state assessments such as the MCAS, nor for College Board assessments such as the SATs or Advanced Placement exams. The purpose and goal of the Andover Public Schools DCAP is to assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom.

This document includes curriculum accommodations for all levels, preschool through high school. The DCAP makes suggestions for accommodating concerns in regards to academic progress as well as strategies and interventions that may assist those students with social and behavior issues. While the DCAP lists best practices and sample strategies, teachers and collaborating staff may select any accommodations that they feel are appropriate for an individual student. **The DCAP in no way limits what teachers may implement to meet the needs of an individual student.**

It is Andover’s belief and commitment that principals, teachers, and families will use the district curriculum accommodation plan to collaborate in support of individual student needs. The Andover Public Schools encourages the involvement of families of all students through a variety of district-wide activities including, but not limited to, open houses, teacher conferences, and school communications. **Per Massachusetts General Law, all staff must provide individual accommodations to any student on an as needed basis and specific to content or situation.**

Section 38Q1/2; Curriculum accommodation plan: 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 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 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.

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## **Revision Process**

During the 2021-2022 school year a team of 28 Andover Public School teachers and administrators met to review and revise the existing DCAP with facilitation by educational consultant Allan Blume, who had been working with the district for several years. Based on this work, a smaller team refined the revised version of the DCAP during the 2022-2023 school year with continued facilitation by Allan Blume. This revision will be assessed by diverse groups of teachers and administrators in the fall of 2023, and will be introduced to all staff in the winter and spring of 2024.

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## Accommodations versus Modifications

Accommodations do NOT change the instructional level or content, delivery of instruction or performance criteria. Accommodations are ways to assist students in accessing the curriculum more effectively and are necessary for some students in the general education classroom. These are changes that provide **EQUITABLE** access to learning by a student along with equal opportunity to be able to show what they know or are able to do. While developing accommodations for individual students, consider the following four categories endorsed by the Massachusetts Department of Elementary and Secondary Education:

- ❖ **Presentation** of Information (the way information is presented): Examples include visuals provided for verbal information, preview/repeat, provide models, etc.
- ❖ **Setting** and/or Environment (characteristics of the setting): Examples include small groups, preferential seating, quiet locations, etc.
- ❖ **Timing** and/or Scheduling (the timing and scheduling of instruction): Examples include time of day, length of time, extended time for assignments and assessments, “chunking” into smaller parts, planning for time with the student, etc.
- ❖ **Response** (how the student responds back to show understanding): Examples include use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

The DCAP does not include specially designed instruction/modifications. **Modifications** are:

- Significant and sustained changes to curriculum, instructional strategies, or approaches
- Changes to setting or personnel that are significantly different than provided to grade and age level typical peers
- Under the direction of, provided by, or overseen by a specially licensed individual

Is a Modification	Is not a Modification
Changing the focus of grade-level strands or standards	Student doing fewer problems or questions given grade-level strands or standards
Changing the level of strands or standards to progressively lower grade level strands or standards to allow student access	Using graphic organizers, technology, manipulatives or other universal supports to allow students to access grade-level strands or standards
Frequent, intensive, individualized small group instruction by a specially licensed individual replacing the general education grade-level curriculum	Center-based instruction
Using of work products to document student progress as an alternative to formative and summative assessments	Formative and summative assessments

## Accommodations

Accommodations are categorized into the following five areas: Universal, Academic Skills, Behavioral/Social/Emotional, Communication, Additional Areas. Within each area there are four types of strategies: Presentation (P), Setting (S), Timing (T), and Response (R).

### I. Universal: Accommodations that apply to a wide range of school contexts.

- Provide organizer, checklist, and/or reference sheet (P)
- Provide visual model of an exemplar (an ideal model), worked example, and/or finished work (P)
- Reduce visual stimuli (limit the amount of visual material) on the page (P)
- Provide rubrics (P)
- Teacher model of example (P)
- Teacher model highlighting/marking up text (P)
- Incorporate technology tools (P)
- Use anchor charts (P)
- Incorporate opportunities for student choice when possible (P)
- Repeat directions, accompany oral directions with written directions (P)
- Instruct through multisensory modes: visual, auditory, kinesthetic, olfactory (P)
- Preferential seating (S)
- Small & whole group instruction (S)
- Additional conferring opportunities (S)
- Provide alternate setting for formal assessments (S)
- Provide extended time for assignments and assessments (T)
- Allow breaks as needed (T)
- Break down lengthy assignments into smaller, more manageable chunks (T)
- Consistent feedback weekly/daily (R)
- Frequent opportunities for practice (R)
- Reduce number of response options (R)
- Students participate in goal setting to increase output (R)
- Students work with cooperative groups (R)
- Students demonstrate through visual representation, illustration, or other multimodal (more than one way-visual, audio and tactile) strategies (R)
- Allow open book/notes for formal assessments (R)
- Administer formal assessments one page at a time (R)
- Peer-to-peer talk (R)

### II. Academic Skills: General Academic Skills, Reading, Writing, Mathematics

- A. To address **general academic skills** including attention, working memory, flexibility/shift, organization, task initiation, self-monitoring, abstract reasoning, planning and time management, and/or task completion. These could be used for any content area including, but not limited to, science, social studies, world language, music, health, etc.

1. Provide pictures and visual cues (P)
2. Choral speaking (P)
3. Gain student attention before giving directions (P)
4. Develop non-verbal cues to refocus (P)
5. Allow use of fidgets (stress balls, kinetic sand, etc.), seat cushions, Therabands™, and carrel(P)
6. Provide advanced cueing for transitions (P)
7. Provide opportunities for students to listen to material (P)
8. Provide different color folders/ organizers for each subject area (P)
9. Provide students with copies of presentation materials and/or anchor charts near work area (P)
10. Break down long assignments into manageable chunks (P)
11. Post daily agenda/ routines (P)
12. Provide alternate physical positioning such as a standing desk, laying on a carpet, etc. (S)
13. Use of a noise buffer or headphones (S)
14. Stand near student when instructions are given (S)
15. Shorten length of whole class instruction and learning activities (T)
16. Create timelines for work completion (T)
17. Students repeat directions and/or expectations in their own words (R)
18. Use paper or electronic agenda book or calendar planners (R)

B. To address **reading** including concepts of print, phonemic awareness, phonological awareness, reading fluency, vocabulary, and/or reading comprehension.

1. Map the page (P)
2. Highlight text (P)
3. Chunk text (break it into smaller parts) (P)
4. Teacher models with predictable/patterned text (P)
5. Visuals & Big Books (P)
6. Provide copy of mentor text (P)
7. Print labels throughout classroom (P)
8. Teacher models with direct, explicit, systematic instruction (P)
9. Multisensory instruction (uses more than one sense at a time-sight, hearing, movement, and touch) (P)
10. Incorporate of songs & poetry with predictable patterns and rhymes (P)
11. Oral rhyming activities (P)
12. Phoneme & word chaining (P)
13. Segment sentences by number of words (P)
14. Orally segment and blend syllables (P)
15. Identify onsets and rhymes (P)
16. Identify words with same initial or ending sound (P)
17. Segment and blend phonemes (P)

18. Chunk letter-sound correspondence (P)
19. Tapping and scooping (P)
20. Identify syllable types (P)
21. Elkonin boxes (P)
22. Large print / spacing (P)
23. Adjust reading level (P)
24. Fluency practice (lots of reading and re-reading) (P)
25. Highlighting / tracking tools (P)
26. Scooping & chunking of text (P)
27. Practice with decodable text (P)
28. Present new vocabulary with speaking, listening, reading, and writing (P)
29. Semantic and concept mapping (P)
30. Word lists (high frequency, content) (P)
31. Word categorization (P)
32. Incorporate top down webs (P)
33. Present morphology of words (prefix, suffix, roots) (P)
34. Adjust text complexity/ lexiles (P)
35. Use audio books and digital text (P)
36. Story maps (P)
37. Sentence starters (P)
38. Preview for text structure (P)
39. Reduce the amount of text (P)
40. Use active reading and note taking strategies (P)
41. Shorten reading assignments (P)
42. Provide text to speech technology (P)
43. Visual organizers and top down webs (P)
44. Make a shopping list, create a stop sign, write a letter (R)
45. Frequent opportunities to interact with text and manipulate books (R)
46. Students demonstrate through song, rhyme, poetry (R)
47. Students demonstrate through multisensory output (letter tiles, magnet boards, Elkonin boxes) (R)
48. Provide frequent opportunities for untimed practice (R)
49. Students demonstrate through repeated readings, readers' theater, hot and cold reads (R)
50. Students demonstrate through multisensory output (matching activities, games, oral response) (R)
51. Students demonstrate through oral response, think-alouds (R)
52. Students demonstrate through story mapping, Know-Want to Know-Learned (KWL) charts, top down webs (R)

C. To address **writing** including writing mechanics, writing for purpose, and/or writing process.

1. List of spelling rules and strategies (P)
2. Provide graphic organizer of paragraph/ sentence structure (P)
3. Post word walls, anchor charts (P)
4. Present grammar rules (P)

5. Identify the type of writing expected (P)
6. Provide sentence stems, starters, and frames (P)
7. Use word lists (high frequency, content) (P)
8. Incorporate opportunities for student choice when possible (P)
9. Provide prompts (P)
10. Allow use of spell checker (P)
11. Frequent opportunities to conference with teachers and writing partners (R)
12. Students demonstrate through technology tools such as speech to text (R)
13. Peer edit and review (R)

D. To address **math** including math facts, calculations, problem solving, fluency, use of tools, and/or application of math skills.

1. Use math tools/manipulatives (P)
2. Reduce number of similar problems (P)
3. Allow use of a calculator (P)
4. Provide formulas (P)
5. Color code steps (P)
6. Provide templates (tape diagrams, number lines, number bonds) (P)
7. Model use of tools appropriate to the situation (P)
8. Explicitly teach math language and vocabulary (P)
9. Present a variety of strategies (P)
10. Teach math facts in chunks with related facts together (T)
11. Use number lines (R)
12. Highlight operational signs/ keywords and phrases (R)
13. Allow students to use various calculation strategies (R)
14. Allow students to use a variety of tools appropriate to the situation (R)

### III. Behavioral/Social/Emotional: Behavior, Social/Emotional Skills

A. To address **behavior** including self control, tolerance, response to situations, response to peers, play, conflict resolution, and/or respecting property.

1. Post expected rules and behaviors (P)
2. Positive, specific praise for appropriate behavior (P)
3. Hold individual conferences and/or discussion on behavior (P)
4. Limit or expand choices (P)
5. Assign leadership or helper roles (P)
6. Prepare student for unstructured time (P)
7. Cue for expected behavior (P)
8. Use of “calm-down”/regulation space in your classroom (S)
9. Develop a behavior contract with positive incentives/group incentives (P)
10. Ignore attention seeking behaviors (P)
11. Provide social scripts (P)
12. Use pre-planned groupings (P)
13. Use role playing to teach appropriate behaviors (P)
14. Use de-escalation/regulation strategies (P)
15. Assure consequence matches the behavior (P)

16. Provide frequent motor and sensory breaks (S)
17. Seat student near model peers (S)
18. Assign a safe space for regrouping, including counselor as needed (S)
19. Use of flexible seating (S)
20. Self reflection journal (R)
21. Check ins and check outs (R)

B. To address **social/emotional skills** including self awareness and management, social awareness, relationship skills, and/or responsible decision making.

1. Modeling expectations (P)
2. Use of non-verbal signals (P)
3. De-escalation techniques (P)
4. Lunch groups (P)
5. Assign roles in group work (P)
6. Set group goals, work towards them, and reflect on progress together (P)
7. Pre-arranged cue for the student to go to an alternate setting (or regulation space within the classroom) (S)
8. Provide access to, modeling, and discussion of different coping strategies that can be used in different settings. (S)
9. Daily feedback (R)
10. Self-evaluation checklist/Self reflection journal ®
11. Prioritize tasks together (R)
12. Discuss differing points of view (R)

#### IV. **Additional Areas: Communication, Motor Skills**

A. To address **communication** including social pragmatics and/or language.

1. Social story (P)
2. Rephrase directions, questions, and prompts (P)
3. Use minimal language in directions, questions, and prompts (P)
4. Alert students before directions (P)
5. Reduce extraneous noises when possible (S)
6. Noise buffer headphones (S)
7. Allow wait time (T)
8. Students respond orally (R)
9. Use of technology to respond or demonstrate ideas (R)

B. To address **motor skills** including gross motor, visual, and/or fine motor.

1. Allow use of different writing tools (i.e typing) (P)
2. Allow use of slant boards (P)
3. Consult with appropriate school personnel (OT/COTA, PT/PTA, etc.) (P)
  - a) OT=Occupational Therapist
  - b) COTA=Certified Occupational Therapy Assistant
  - c) PT=Physical Therapist
  - d) PTA=Physical Therapy Assistant