



Pembroke Public Schools District Accommodation Plan (DCAP)

October 2022

Our Mission: To ensure student achievement through excellence in teaching and learning.

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What is a District Curriculum Accommodation Plan (DCAP)?

Massachusetts General Law Section 38Q1/2 added to Chapter 71

“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.”

Amendment Chapter 71, Section 59C

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, 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 budget, and in the formulation of a school improvement plan.

Pembroke Public Schools Core Beliefs

We believe:

- In creating and maintaining safe and inviting schools;
- All children can learn and may demonstrate learning in different ways;
- Every student should contribute to our democratic society and global community;
- In making decisions and acting in the best interest of students;
- Every member of the school community should be valued and respected;
- In a school community that is ethical, civil and respectful of individual differences;
- In strong civic, business and community partnerships that support student achievement

Pembroke Public Schools Goals

- Learning Environment: To provide a safe physical, emotional and social environment for teaching and learning
- Achievement: To produce high levels of student achievement through the development, coordination and implementation of rigorous curricula delivered through quality instruction
- Instructional Quality: To create an environment where educational innovation and best practices are valued, practiced, and evaluated
- Data Driven: To plan, monitor and inform instruction using student achievement data
- Communication: To enhance and strengthen open communication with all members of the community

District Wide Curriculum

Pembroke Public Schools has the following individuals who provide subject area and pedagogical expertise in the development and implementation of curriculum and instruction; Assistant Superintendent (Curriculum and Instruction), Director of Student Services, Content Supervisors (Humanities, Mathematics, Science, Special Education, Music and Fine and Performing Arts, World Language), content area teachers, special education staff, reading specialists and English Second Language teachers. To ensure the quality of the district wide curriculum, frequent reviews and revisions are conducted by the curriculum leaders to align with state standards. Across all curricular areas, high-quality, research-based, and standards-based learning materials are used to support flexible grouping of students, teaching to varied learning styles, meeting the needs of Special Education and English Language Learners, relevant cultural, ethnic and racial diversity, use of software, video, and other media which engage and support diverse learners.

Teacher Support

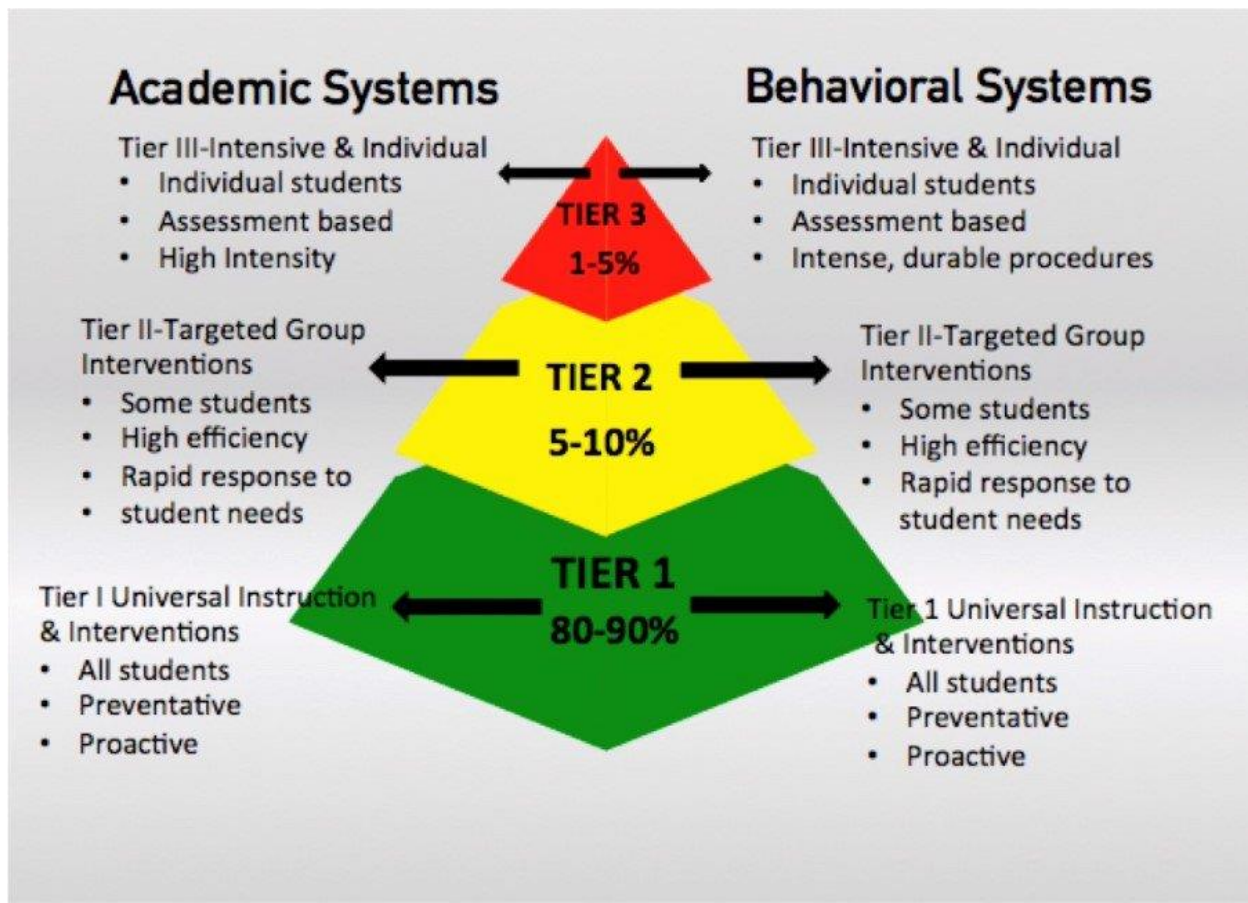
Pembroke Public Schools provides support for teachers, such as professional development, that will help assist them in supporting students' varying learning needs as well as supporting teacher collaboration. Although not exhaustive, examples of teacher support include the following:

- New Teacher Induction and Mentoring Program
- Building Based/Department Professional Learning Communities (PLCs)
- Grade Level/Department Meetings
- Faculty Meetings
- Content Area Supervisors (K-12)
- Student Support Teams (SST, IST, AST)
- Professional Development Committee and District Wide Professional Development Calendar
- Teacher Evaluation Committee
- In District Professional Development
- Out of District Professional Development funded opportunities
- Access to district mental health staff (social workers, psychologists, behaviorist, guidance)
- Elementary Reading Specialists
- Technology Platforms for Curricular supplements and assessment

Caregiver Support

Pembroke Public Schools promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. Although not exhaustive, examples of parent support include the following:

- School Councils
- Parent Teacher Organization (PTO) Meetings and PTO sponsored events
- Superintendent's PTO Council
- Special Education Parent Advisory Council (SEPAC)
- Open Houses
- Professional Development Nights (social/emotional learning, special education, curriculum, college planning)
- Caregiver/Teacher Conferences and special education meetings
- Caregiver Information Nights for transitions (kindergarten, middle & high school)
- Kindergarten Screening
- District and building based broadcast emails, weekly news updates and classroom teacher newsletters
- Home/School communication (logs, emails)
- Teacher/classroom-based communications (SeeSaw, Google Classroom, PowerSchool, Talking Points)
- Caregiver Surveys
- Report Cards & Progress Reports
- Student performance reports (MCAS, Lexia, iReady, IXL, ALEKs, DIBELS)
- Volunteer opportunities
- District Committees (DEI)



Tiered System of Support

Pembroke Public Schools provides a tiered system of support in order to meet the needs of all our students. The tiered system allows for a response to intervention approach, often referred to simply as RTI. This is a prevention framework that provides tiers of support starting in the general education classroom. Teachers provide curriculum and instruction that is outlined by Pembroke Public Schools to all students in the areas of academic and social development. Teachers work collaboratively (often through the SST process) in identifying students who are not meeting standards. Students may move to a more intensive tier where interventions are put into place and student progress is monitored. Intervening at increasingly intensive levels occurs if students do not progress toward achievement standards. Although the research for RTI is primarily in reading or math, it can be applied to all content areas. It is an overarching framework that aligns all school services and supports (general and special education) to ensure success for all students.

Tiered instruction can be described simply as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are

ready to provide additional support, based on what students need, when they need it.

Tier 1

Tier 1 refers to what is provided to all students in a classroom setting. For example, the instruction that is taught to all 4th graders, or the instruction that is taught to all students in Algebra 1, is considered “Tier 1”. Schools design and plan high-quality Tier 1 instruction with the expectation that it will be what all students need to demonstrate mastery of grade-level expectations. Examples include:

- Accommodations and Instructional Strategies (listed below)
- Differentiated Instruction
- K-3 Reading Groups
- Titan Time-extension/remediation block
- Use of Online Platforms-practice, remediation, acceleration

Tier I Accommodations and Instructional Strategies to Assist All Students in Accessing the Curriculum

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in each school’s accommodation plan would simply be thought of as best educational practices. Accommodations typically fall under four key categories.

Setting (location)

Examples include small group, preferential seating, quiet location, etc.

Presentation (how the teacher shares information)

Examples include visuals provided for verbal information, preview/repeat, provide models, etc.

Timing (any consideration of time within the learning)

Examples include time of day, length of time, extended time for assignments, “chunking” into smaller parts, planning for time with students, 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.

Accommodations do **NOT** change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or “specially designed instruction” and those are only appropriate for students in special education who are on an Individualized Education Program (IEP).

The listed accommodations are not meant to be exhaustive. While most accommodations are general, it should be noted that some may be more appropriate to a particular age or grade level. Teachers can implement accommodations, on the list or others not listed, to support all learners in their access to the curriculum and environment.

Accommodations to support executive functioning and self-regulation:

Executive **function and self-regulation** skills are the mental processes that enable us to plan, focus attention, remember instructions, and perform multiple tasks successfully.

Organizational Strategies
<ul style="list-style-type: none">● Provide verbal and written agendas (w/learning objectives)● Provide an established daily routine● Clear homework recording system/teacher check-ins● Home/school communication log● Allow students to access electronic homework lists (pictures, Google Docs, website, etc.)● Clear and consistent instructions and expectations via multiple modalities (visually, verbally, pictorial, etc.)● Break assignments into ordered, small, clear steps● Provide templates and models (exemplars)● Provide due dates for separate steps (chunking)● Color-Coding● Specific identified location for turning in assignments, getting materials, etc.● Support/Guide notebook organization● Extra set of books for home use

Motivation

- Determine student interests and learning styles and then design flexible activities accordingly
- Avoid marking responses that are wrong, instead highlight those that are right
- 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
- Plan varied activities during class period including at least one that allows for movement
- Give directions and information verbally, written, and visually
- Establish relevance 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, i.e., disco seat, standing, wobble chair, etc.)
- 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 alternative work areas (individual desk away from distractions, etc.)
- Provide copies of completed notes

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
- 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 space (let student cool down, then connect with them after they’ve had a problem)
- Use “I notice...” statements to have a student understand what others are doing/seeing/feeling to prompt reflection
- Use of peer models
- Outline expected social behaviors
- Use of social stories
- Use of journal to express feelings and thoughts

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 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)
- 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.”)

Accommodations to support students' access to the delivery of the instruction and/or content:

Instructional Strategies

- Multi modal presentation of information
- Hands on learning activities
- Include transition cues
- Provide wait time for responding to questions or formulation discussion thoughts
- Use technology to assist instruction
- Record lectures/discussion for replay, access to copies of notes, PowerPoint presentations, etc.
- 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

English Language Arts

- Individualize spelling/vocabulary lists
- Teach students to look for memory cues (mnemonics) within the words
- Allow students to take spelling tests orally
- 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 “overused” words (word lists, thesauruses)
- 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

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
- Provide sample problems
- Remove individual pages from consumable books
- 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
- Reduce number of problems

Writing

- 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
- Frequent revisiting of one piece of work to improve and edit rather than many different writing pieces
- Teacher think-aloud of metacognition (explain your thinking as you write or read)
- Graphic Organizers
- Use of technology, computer, or iPad
- Fill in the blank paragraph
- Provide a checklist of writing mechanics

Accommodations to support students' motor skills:

Fine Motor/Visual Motor Integration

- Reduce the amount of copying from text and board, provide copies of notes
- Allow student use either cursive or manuscript
- Set realistic and mutually agreed upon expectations for neatness
- Let student type, record, or give answers orally instead of writing
- Avoid pressures of speed and accuracy
- Accept key word responses instead of complete sentences
- Highlight appropriate writing lines to assist with proper letter formation
- Provide letter strips as models for appropriate letter formation
- Use of smaller writing utensils, broken crayons, pencil grips, etc.
- Provide guide letters, words, or sentences for students to trace/copy for practice
- Use larger-spaced, larger-lined paper
- Increase white space or provide graph paper for math work
- Place a green dot on the left side of the paper indicating where to begin
- Use of a slant board (can use a binder)
- Pencil Grip to assist with formulation of letters and fatigue

Accommodations to support students' processing of information:

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, 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
- Ensure the readability levels of the textbooks are commensurate with the student's language level
- 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
- Provide choices for student responses rather than open-ended questioning
- Make them aware they will be called on and provide opportunity to listen to other student responses first

Accommodations to support students' ability to demonstrate understanding or mastery of content:

Assignments and Assessments

- Provide study guides
- Preview test vocabulary/concepts
- Allow for extended time if needed on tests or assignments
- Administer test in short periods
- Provide examples of proficient work
- Provide quiet testing environment
- Clarify test directions
- Differentiate assessments and/or provide alternative assessment options (ex: allow for oral assessment)
- Teach test taking and study strategies and provide practice
- Minimize use of timed tests
- 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
- Minimize assignments requiring copying
- Review expectations for homework and start homework assignments together in class
- Assign tasks and assignments at appropriate reading level
- Reduce the amount of homework/length of assignments
- Fill-in-the-blank options instead of writing a whole assignment

Tier 2

Even when provided effective Tier 1 instruction, some students will need additional support to master grade level standards. This additional support is known as “Tier 2” and “Tier 3” intervention. Ideally, when Tier 1 instruction meets the needs of most students, only some students will need Tier 2 intervention, and even fewer will need Tier 3 intervention to meet grade level expectations. If a student requires Tier 2 or 3 intervention, it simply means that additional help is needed for them to gain the knowledge or skills being taught.

Tier 2 interventions are typically organized by a skill area and delivered to small groups of students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to be supported in moving towards mastery of grade-level expectations. Examples include:

- Title I Reading and Math Tutors-elementary targeted assistance at Bryantville Elementary
- Title I Mathematics and Literacy Classes-Pembroke Community Middle School
- Elementary Reading Specialists
- MCAS Remediation-Pembroke High School
- Biology and Mathematics Enrichment-Pembroke High School
- After school help-district wide
- Directed After School Homework Club-Pembroke Community Middle School
- Peer Tutoring at Pembroke High School
- Lunch Bunch-social skills groups-elementary
- Compass Program (therapeutic resource room) -Pembroke High School
- Academic Resource Center-Pembroke High School
- Titan LAB (Learning Adaptive Behavior) -Therapeutic Resource Room-elementary
- Behavior Intervention Plan/Contract

Tier 3

Tier 3 interventions are the most intensive level of tiered support and in most cases are provided when effective Tier 1 and 2 strategies are not enough for a student to master grade level expectations. These supports are designed for individual students and are often based on results of additional assessments that identify specific skill strengths and weaknesses.

Examples include:

- Individual counseling
- Individual Direct and Systematic Reading Instruction
- Interrupted Learning Tutors-district wide (ELA, Mathematics and Science)
- Literacy, Mathematics and Science Enrichment for High School Success
- Scheduled/required Titan Time (secondary)
- Special Education Services (for students with a disability whose disability affects their ability to make progress with the general education curriculum and they require specialized instruction)
- Section 504 Accommodation Plan (for students with a disability whose disability significantly impacts their life functioning, and they require accommodations to access their environment)