

# Pentucket Regional School District



## District Curriculum Accommodation Plan **DCAP**

Adopted on December 2019

MA State Law - 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 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.

## **District Curriculum Accommodation Plan**

The Pentucket Regional Schools' District Curriculum Accommodation Plan (DCAP) is designed to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Led by the building principal, staff at each school collaborates on best practices in order to ensure that adequate instructional strategies and supports are available for both students and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students, not solely or specifically for special education.

The Pentucket Regional Schools' DCAP is a comprehensive one that includes the following components:

- Building based Massachusetts Tiered System of Support/Instructional Support Teams that meet on a regular basis and provides general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consult with specialists who can provide important information and expertise to the general education teacher are a common part of the MTSS/IST meeting. Parents are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration.
- Pentucket Regional Schools provides a Mentoring Program for all Year One educators. Year One staff participates in a yearlong Induction Program as well as work with a veteran teacher on a one to one basis.
- Professional Development is an important part of our district goals providing all staff with an opportunity to collaborate during the day and during early releases and to participate in workshops both within the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in curriculum and assessment to state regulations may be covered in these professional development offerings.

- Ongoing academic support is available at the building level through before and after school programs and options. These opportunities are provided by Title I, grants to the individual schools, or by individual teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. 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.

The DCAP is intended to address various strategies at each level that will help achieve that objective, including:

- Accommodations to address various students' learning needs, including students who are English Language Learners, At Risk, Title I, Special Education, and to manage student's behavior effectively.
- Support services that are available to students through the general education program, including services to address the needs of students whose behavior may interfere with learning.
- Direct and systematic reading and math instruction for all students.

## **Pentucket Regional High School**

### **Resources, Structures, and Services**

The following resources, structures, and services have been designed to meet the diverse learning needs of students at Pentucket Regional High School. Additionally, the building based Massachusetts Tiered System of Support/Instructional Support Team provides a systematic and collaborative approach to identifying and addressing individual student needs.

#### **Academic**

- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins. Students taking the English language Arts (ELA) Composition test must complete two sessions (Session A and B) in one day.
- An ELL teacher works with English Language Learners both in the classroom and in small group settings.
- Common student and organization skills are taught across the curriculum in Grade 9 classes where students frequently struggle with homework completion and organization.
- Extra help sessions are available to all students after school.
- Tutoring provided by National Honor Society students is available upon request.
- The district's database, Infinite Campus, provides access for parents and students so that they may track student performance.
- Teachers post work assignments via Infinite Campus and/or Google Classroom
- Selected classes participate in an inclusion model with a special education staff member present.
- All students are provided with assignment planners.
- Provide access to Advanced Placement courses in core academic areas as appropriate.
- Use blended and other virtual courses to provide access to other content for both remediation and acceleration.

### **Behavior/Social/Emotional**

- The Guidance team works with families whose children struggle with attending school or attending class regularly with flexible supports, scheduling and communication as needed.
- Use of Naviance by the Guidance department helps students better understand individual learning styles.
- The Pentucket Regional High School anti-bullying curriculum is embedded into all curricula and enforced across all settings.
- A framework is in place for teachers to implement a comprehensive approach to social/emotional learning for all students.

- Universally Designed for Learning structures are in place to promote inclusive practices.

### **Teacher Teaming/ Support**

- Structured and informal interdepartmental collaboration enables staff to share strategies, curricula materials, and other resources.
- On-going professional development regularly addresses issues that support student learning, such as backward planning, use of student centered technology and strategies for differentiated and tiered instruction.
- Teachers use the collaboration time to discuss best practices, curriculum and assessment, and student needs.

### **Routinely Used Instructional Strategies**

In addition to the options for individual accommodations that are available to all Pentucket students, teachers make routine use of the following strategies as part of their commitment to good instruction. *It should be noted that the strategies listed below might not be appropriate for all instructional ages.*

### **Design Lessons for Clarity**

- Share lesson goals/learning objectives with students each day.
- Check for student progress in relation to lesson goals/learning objectives during or at the end of lesson/unit.
- Provide a daily agenda to students.
- Plan lessons with student performance and enduring understandings as objectives.
- Identify essential questions students should be able to answer at the end of the lesson or unit.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons when appropriate.
- Incorporate “wait time” into lessons.
- Preview new concepts.

### **Address Assessment Issues**

- Clarify directions or questions.
- Provide visual and auditory directions.
- Evaluate student understanding using multiple formats.

- Teach and practice test-taking strategies when deemed appropriate by the teacher.
- Grant short breaks during testing and lessons (when the integrity of the lesson or test is not in jeopardy).

### **Build a Context for Material**

- Make content relevant to students.
- Make available examples of finished products.
- Use a familiar context when introducing concepts.
- Preview all curriculum materials for curriculum bias
- Have student identify key information and main ideas.
- Relate lesson parts to the whole.

### **Model Strategies**

- Use schematics and/or graphic organizers to highlight relationships.
- Provide study tools and/or teach students to make study tools when deemed appropriate by teacher.

### **Provide Added Supports**

- Teach note-taking strategies when deemed appropriate by teacher.
- Provide a word bank with key vocabulary, words and visuals when deemed appropriate by teacher.
- Provide varied opportunities for student practice.
- Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback (when not constrained by external factors).
- Allow checklists for multi-step tasks.
- Provide opportunities for student revision when deemed appropriate by teacher.
- Provide technological accommodations when possible, such as word processors and computer accessibility features.

### **Establish Routines that Support Learning**

- Provide preferential seating for students who appear distracted.
- Develop a system of non-verbal cues for class attention.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small teams and share their thinking out loud with others.

- Communicate regularly with special education personnel.
- Explicitly tie the lesson to main idea of previous lesson and/or to the overall unit.

## **PENTUCKET REGIONAL MIDDLE SCHOOL**

### **Resources, Structures, and Services**

The following resources, structures, and services have been designed to meet the diverse learning needs of students at PRMS. Additionally, the building based MTSS/ Instructional Support Team provides a systematic and collaborative approach to identifying and addressing individual student needs.

#### **Academic**

- An ELL teacher works with English Language Learners both in the classroom and in small group settings.
- Selected classes participate in an inclusion model with a special education staff member present.
- Teacher supervised Homework Club is open after school on a regular basis for students needing additional support.
- Student organizational issues are addressed by instructional teams within the class as well as on a pullout basis when needed.
- The Middle School schedule incorporates planned opportunities for enrichment, enhancement, and extension.
- All students are provided with an academic planner.
- Use blended and other virtual courses to provide access to other content for both remediation and acceleration.

#### **Behavioral/Social/Emotional**

- Behavior plans are coordinated with teachers, adjustment counselors and Instructional Support Team members.
- Individual/dyad counseling sessions target individual issues.
- Teachers and administration regularly address and teach the cyber-bullying and anti-bullying curricula which is in place at both grade levels.

#### **Teacher Teaming/Support**

- The middle school is structured using grade level teams to facilitate collaboration around student issues and curriculum development. Periodic time is allotted for teacher collaboration and planning.

- On-going professional development frequently addresses issues that support student performance in academic, social, and emotional areas.
- Teachers make frequent use of professional learning networks both within and outside of the district to share ideas, strategies, and curriculum.

### **Routinely Used Instructional Strategies**

In addition to the pre-referral options open to Pentucket students, teachers throughout the district make routine use of the following strategies as part of their commitment to good instruction. *It should be noted that the strategies listed below might not be appropriate for all instructional ages.*

### **Design Lessons for Clarity**

- Share lesson goals/learning objectives with students each day and check on progress towards those goals at the end of the lesson.
- Provide a daily agenda to students.
- Plan lessons with student performance and enduring understandings as objectives.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons.
- Incorporate “wait time” into lessons.
- Preview new concepts.

### **Address Assessment Issues**

- Teach and practice test-taking strategies and anticipate test formats when appropriate.
- Clarify directions or questions.
- Have student paraphrase directions and questions as needed.
- Provide visual and auditory directions.
- Use timers/time reminders to help students pace themselves if timing is an issue.
- Allow extended time for assessments when appropriate, up to time and a half.
- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins. Students taking the English Language Arts (ELA) Composition test must complete two sessions (Session A and B) in one day.
- Evaluate student understanding using multiple formats.



- Allow credit or time extension on incomplete nightly homework if time spent exceeds grade level maximum; parents must note and sign homework when the maximum time expectation has been reached.

### **Build a Context for Material**

- Make content relevant to students.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Preview curriculum materials for curriculum bias
- Preview vocabulary.
- Have student identify key information and main ideas.
- Relate lesson parts to the whole.

### **Model Strategies**

- Use graphic organizers to highlight relationship.
- Model use of highlighting and color coding to help retention (visual memory) and to accentuate patterns.
- Use “think alouds” and other metacognitive strategies.
- Provide study tools and/or teach students to make study tools.

### **Provide Added Supports**

- Teach note-taking strategies when appropriate.
- Provide templates/graphic organizers when appropriate.
- Provide a word bank with key vocabulary, words and visuals when appropriate.
- Reformat handouts to provide space for students to write when appropriate.
- Provide checklists for multi-step tasks, when appropriate.
- Provide opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class use.
- Provide varied opportunities for student practice. • Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate.
- Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback with opportunities for student revision.
- Access to a second set of notes when needed as determined by teacher and student.
- Provide technological accommodations when possible, such as word processors and computer accessibility features.

- Students will be granted short breaks during lessons and testing as long as the integrity of the lesson or test is not compromised.

### **Establish Routines that Support Learning**

- Provide preferential seating for students who appear distracted.
- Develop a system of non-verbal cues for redirecting and refocusing students.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small teams and to share their thinking out loud with others.

## **PENTUCKET ELEMENTARY SCHOOLS**

### **BAGNALL, DONAGHUE, PAGE, SWEETSIR**

### **Resources, Structures, and Services**

The following resources, structures, and services have been designed to meet the diverse learning needs of students at the five elementary schools. Additionally, the building based Instructional Support Team in each building provides a systematic and collaborative approach to identifying and addressing individual student academic and behavioral needs.

#### **Academic**

- General Education staff, special education staff, and academic intervention specialists provide tiered support in reading and math.
- Selected classes participate in an inclusion model with a special education staff member present.
- All literacy blocks include task centers and flexible, small groups for instruction.
- Before school and after school assistance is offered when possible.
- Homework Club is offered
- Special Education liaisons consult frequently with general education classroom teachers regarding curricula delivery and individual student needs.
- An ELL teacher works with English Language Learners both in the classroom and on a pull-out basis. This teacher also works to support general education teachers in lesson design and delivery.
- Benchmark assessments are used to inform flexible grouping.

- Standards based grading and report cards are used to provide specific and accurate feedback to students and families.

### **Behavioral/Social/Emotional**

- Counseling/Social Skills Groups focus on developmental topics.
- Consultative services regarding challenging behaviors at school are provided to the classroom teacher by the Clinical team members.
- Individual behavior intervention plans are coordinated with teachers, Clinical team members, adjustment counselors, Board Certified Behavior Analyst, and the Instructional Support Team members.
- Individual/small group counseling sessions target individual student issues.
- Positive Behavior Intervention Supports and Systems are implemented in each building.

### **Routinely Used Instructional Strategies**

In addition to the pre-referral options open to Pentucket students, teachers throughout the district make routine use of the following strategies as part of their commitment to good instruction. *It should be noted that the strategies listed below may not be appropriate for all instructional settings or for all learning objectives.*

#### **Design Lessons for Clarity**

- Share lesson goals/learning objectives with students each day and check on progress towards those goals at the end of the lesson.
- Provide a daily agenda to students.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons.
- Incorporate “wait time” into lessons.
- Preview new concepts.

#### **Address Assessment Issues**

- Teach and practice test-taking strategies and anticipate test formats when appropriate.
- Clarify directions or questions.
- Have students paraphrase directions and questions as needed.
- Provide visual and auditory directions.

- Use timers/time reminders to help students pace themselves if timing is an issue.
- Allow extended time for assessments when appropriate.
- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins.
- Evaluate student understanding using multiple formats.

### **Build a Context for Material**

- Make content relevant to students.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Preview all material for curriculum bias.
- Preview vocabulary.
- Have students identify key information and main ideas.
- Relate lesson parts to the whole.

### **Model Strategies**

- Use graphic organizers to highlight relationships.
- Model use of highlighting and color coding to help retention (visual memory) and to accentuate patterns when appropriate.
- Use “think alouds” and other metacognitive strategies.
- Provide study tools and/or teach students to make study tools.

### **Provide Added Supports**

- Teach note-taking strategies when appropriate.
- Provide templates/graphic organizers when appropriate.
- Provide a word bank with key vocabulary, words and visuals when appropriate.
- Reformat handouts to provide space for students to write when appropriate.
- Provide checklists for multi-step tasks when appropriate.
- Provide opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class use.
- Provide varied opportunities for student practice.
- Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate.

- Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback with opportunities for student revision.
- Provide technological accommodations when possible, such as Chromebooks, computer accessibility features, Google Apps for Education features, and Kurzweil.

### **Establish Routines that Support Learning**

- Provide preferential seating for students who appear distracted.
- Provide flexible seating options as needed
- Develop a system of non-verbal cues for class attention.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small groups.