Wakefield Public Schools

Inspire the love of learning

District Curriculum Accommodation Plan (DCAP)
Wakefield Public Schools

Supporting Academic and Social-Emotional Success for All Students

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DISTRICT CURRICULUM ACCOMMODATION PLAN OVERVIEW

What is a DCAP?

A District Curriculum Accommodation Plan (DCAP) is a required plan under Massachusetts General Law designed to help schools meet the diverse learning needs of all students within the general education setting. It outlines strategies and resources to support classroom teachers in accommodating different learning styles, providing systematic reading instruction, addressing behavior needs, and fostering collaboration and parental involvement. The goal is to strengthen general education by ensuring all students can access the curriculum successfully.

Why do we have a DCAP?

The DCAP ensures that schools can effectively support the diverse learning needs of all students within the general education setting. Its goals include:

- Helping general education teachers analyze and accommodate diverse learning styles.
- Providing services and interventions to support students academically, behaviorally, and socially without requiring an IEP or 504 plan.
- Offering resources for teacher collaboration, mentoring, and professional development.
- Strengthening classroom practices through systematic approaches like differentiated instruction and targeted reading interventions.
- Encouraging parental input and fostering family involvement in education.

The DCAP serves as a practical resource for teachers, students, and parents, outlining accommodations and supports available in the general education classroom to ensure equitable access to learning for all students. It also clarifies the difference between regular accommodations provided in general education and those requiring formal plans like an IEP or 504.

How do students access the supports, interventions, and accommodations in the DCAP?

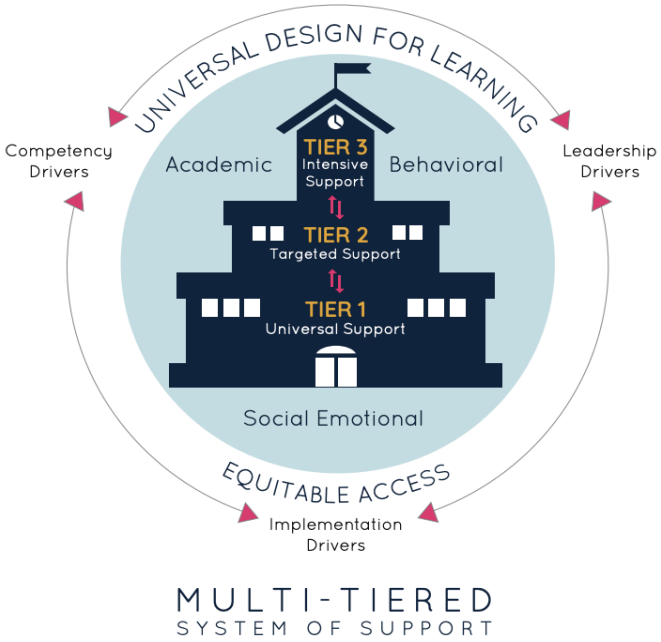
Teachers can provide individual accommodations to students as needed, based on the specific content or situation. The DCAP offers a range of strategies for addressing academic, social, and behavioral challenges, but it does not restrict staff from using additional accommodations to meet a student's needs.

Building-based teams, such as Multi-Tiered System of Support (MTSS) Teams, Student Support Teams (SST), and PLCs, regularly collaborate to help general education teachers identify and implement appropriate strategies and interventions. Specialists are often consulted during these meetings to offer expertise, assess student needs, and plan targeted support.

Collaboration between staff and parents/guardians is also essential. Schools prioritize communication with families and often implement home-school connections as part of the support process.

What is Multi-Tiered Systems of Support (MTSS)?

MTSS is a framework designed to improve schools and districts by addressing the academic and non-academic needs of all students. It ensures high-quality core instruction in a safe, supportive environment while also providing targeted interventions for students who face challenges or need advanced opportunities.



This approach supports all learners, including students with disabilities, English language learners, and those who are academically advanced. By focusing on both academic and social-emotional development, MTSS promotes an integrated system of support tailored to help every student succeed.

DESE MTSS Resource - Unpacking the Visual

How do teachers use the DCAP?

The DCAP serves as a valuable toolbox of strategies that teachers can use to address the diverse needs of their students. Teachers can draw from the supports and interventions outlined in the DCAP as needed, whether for temporary support during a specific lesson or more permanent adjustments for ongoing challenges. Importantly, teachers do not need permission to implement these accommodations—they are encouraged to use professional judgment to determine what strategies might best support a student's success in the general education setting.

If teachers find that, despite their best efforts and the implementation of DCAP strategies, a student continues to struggle academically, behaviorally, or socially, they can seek additional support. This might involve collaborating with a building-based team, such as the MTSS Team, the Student Support Team (SST), or a Professional Learning Community (PLC). These teams can help assess the student's needs, recommend targeted interventions, and guide the next steps.

GENERAL EDUCATION SERVICES & SUPPORTS

Core Academic Structures & District Resources

The Curriculum & Data section of the Wakefield Public Schools website provides teachers, parents, and guardians with more in-depth information of curriculum at each grade level, including access to Units and Topics, Scope & Sequences, and much more.

Humanities		
	Elementary (Grades K-4)	Secondary (Grades 5-12)
Core Literacy Curriculum	**EL Education** A comprehensive literacy program emphasizing comprehension, vocabulary, writing, and critical thinking through projects, collaboration, and diverse texts. **(Grades K-2) Heggerty** A phonemic awareness program building foundational reading skills through daily lessons in rhyming, segmenting, blending, and sound manipulation. **(Grades K-3) Fundations** A multi-sensory phonics program that builds reading, spelling, and handwriting skills through systematic, hands-on instruction.	**Curriculum Guides** Teacher developed standards and skills based curriculum guides which focus on priority standards and the types of writing now emphasized by the state standards (narrative, informative, and argumentative). Teachers are continuously working to evolve these guides keeping in mind culturally responsive teaching practices to enhance engagement and success for all students. **EmPOWER Writing** A structured research based approach to clear, organized and well developed writing through a step-by-step process that emphasizes critical thinking and self direction.
Supplemental Resources	**Hill for Literacy 10-Step Lesson Plan** A structured, research-based approach to literacy instruction focusing on phonics, fluency, vocabulary, and comprehension through consistent, scaffolded activities. **(Grades K-2) BOOST Reading** BOOST is a digital program that provides differentiated literacy instruction built on the Science of Reading and individualized to meet the needs of each student based on their DIBELS data. **(Grades 3-4) i-Ready Reading** i-Ready Personalized Instruction uses insights from the i-Ready diagnostic to create a personalized path of engaging online lessons.	**(Grades 5-8) Lexia PowerUp** Lexia PowerUp Literacy accelerates literacy gains for students. Rooted in the science of reading and proven to be up to five times as effective as the average middle school reading intervention, PowerUp enables students to make multiple years of growth in a single academic year. Is able to provide teachers with real time data on student progress in specific standards. **(Grades 5-12) CommonLit** CommonLit is a comprehensive literacy program with thousands of reading lessons, full-year ELA curriculum, benchmark assessments, and standards-based data for teachers.

Supplemental Resources		**(Grades 9-12) Membean** A personalized vocabulary learning platform powered by cognitive science for lasting learning. Membean presents nine different ways to learn every word, creating strong and diverse connections in the brain. Students learn meaning and usage, and they develop a nuanced understanding of their word through: retrieval practice, intelligent spacing, monitoring with reinforcement, differentiation, and personalization.
Assessments	**(Grades K-4) DIBELS (Dynamic Indicators of Basic Early Literacy Skills)** Our DESE approved Early Literacy Screening Assessment - DIBELS is a tool used to assess early literacy skills, including phonemic awareness, fluency, and comprehension, to monitor student progress. **(Grades 3-4) i-Ready** An adaptive diagnostic tool that identifies students' strengths and areas for growth, providing data to inform personalized instruction and track progress.	**(Grade 5) i-Ready** Pinpoints what students know and where they need support with adaptive Reading assessments. **(Grades 6-12) CommonLit** An online tool that provides standards-based reading assessments, offering insight into student comprehension and progress through a variety of text types and question formats. **(Grades 5-12) Writing Benchmarks** Six writing benchmarks are given throughout the year (3 formative and 3 summative) for each of the types of writing. These benchmarks are graded using the department created common rubric and development scores are recorded to monitor student progress.

Math		
	Elementary (Grades K-4)	Secondary (Grades 5-12)
Core Curriculum	**Illustrative Math (IM)** A research-based problem-solving curriculum that fosters deep conceptual understanding and critical thinking, designed to engage students from kindergarten through high school.	
Supplemental Resources	**ST Math** A visual math program that builds conceptual understanding and problem-solving skills through interactive, game-based learning. **Bridges Intervention** Provides targeted, hands-on support for students to build foundational math skills through differentiated activities and small-group instruction.	**Delta Math (6-12)** An online platform that provides interactive math practice and instructional resources, allowing students to build skills through personalized problem sets and instant feedback.
Assessments	**i-Ready** An adaptive diagnostic tool that identifies students' strengths and areas for growth, providing data to inform personalized instruction and track progress.	**i-Ready** An adaptive diagnostic tool that identifies students' strengths and areas for growth, providing data to inform personalized instruction and track progress.

Science, Technology, Engineering (STE)		
	Elementary (Grades K-4)	Secondary (Grades 5-12)
Core Curriculum	**District-Developed Science Curriculum** A hands-on program promoting scientific inquiry and critical thinking through experiments, observations, and interactive activities across life, earth, and physical sciences.	**(Grades 5-12) District-Developed Science Curriculum*** A standards-based program exploring life, earth, and physical sciences while integrating engineering practices. Students engage in scientific inquiry, critical thinking, and hands-on learning through experiments, observations, and interactive activities. **(Grades 6-8) District-Developed Technology/Engineering Curriculum** A standards-based program focused on technology and engineering concepts while integrating design thinking and problem-solving practices. Students engage in hands-on learning, innovation, and critical thinking through collaborative projects, iterative design processes, and real-world applications. **(Grades 9-12) Project Lead the Way - Computer Science and Engineering** A hands-on, standards-based curriculum in engineering and computer science. Through collaboration and project-based learning, students tackle real-world problems using professional tools, building skills for future STEM careers. **Curriculum Guides** Teacher-developed curriculum guides in science and technology/engineering outline the content and science and engineering practices taught in each course. These guides ensure consistency and support engaging, hands-on learning experiences and are collaboratively refined regularly to enhance classrooms and foster student success. *Currently in the Curriculum Review process

SUPPORTS AT PRE-K LEVEL

Doyle Early Childhood Center

Instructional Accommodations & Supports

Below is a selection of accommodations to support student engagement with the core curriculum. This is not an exhaustive list, but it highlights various approaches. For a more comprehensive list, organized by area of concern, please refer to the *Pre-Referral Intervention Manual*, available in each building.

Instructional
• Use of picture schedules, visual cues, and charts to reinforce routines and expectations. • Teacher-led demonstrations of tasks, behaviors, and social interactions to guide student understanding. • Provide clear, short instructions and use repetition to reinforce key concepts. • Incorporate visual and auditory elements in storytelling to engage multiple senses and support comprehension. • Use small groups to provide more individualized attention and allow students to practice skills in a safe, supportive environment. • Incorporate play-based activities, sensory bins, or manipulatives to allow students to explore and learn through hands-on experiences. • Integrate learning into everyday routines (e.g., snack time, bathroom breaks) to reinforce concepts and promote social-emotional learning. • Pair students with peers to encourage cooperative play, communication, and social skills development. • Use praise, stickers, or rewards to reinforce positive behaviors and efforts in social interaction. • Offer opportunities for students to choose activities to foster independence and engagement. • Use larger print, tactile materials, or soft toys to accommodate students' sensory needs and help them focus on learning tasks.
Teacher Supports
• Regular meetings with speech-language pathologists, school psychologists, and other specialists to address individual student needs and tailor supports. • Ongoing communication with families to provide updates and collaborate on strategies to reinforce learning at home. • Use informal assessments (e.g., observations, checklists) to monitor students' social, emotional, and academic progress and adjust instruction accordingly. • Work with specialists to create individualized behavioral strategies and interventions for students who may need additional support. • Teachers collaborate with colleagues to share strategies, resources, and insights to better support each student's unique needs.

Social, Emotional, Behavioral Accommodations and Supports

The following is a selection of accommodations designed to support students' social, emotional, and behavioral wellbeing. While not an exhaustive list, these examples highlight various approaches that can be used to support students.

Instructional	Environmental
• Social-emotional learning (SEL) embedded in daily routines (e.g., sharing, turn-taking) • Use of picture books and stories to teach emotions and empathy • Role-playing activities to model and practice social skills • Structured circle time to build community and emotional awareness • Visual cues (e.g., charts, emotion cards) to help students identify and express emotions • Songs and rhymes to reinforce emotional vocabulary and coping strategies • Modeling of appropriate behaviors by teachers and peers • Sensory-friendly activities (e.g., calming music, gentle stretches) to support self-regulation • Teacher-guided small group activities to practice sharing and communication • Play-based activities for learning conflict resolution and emotional expression • Positive reinforcement to encourage desired behaviors and emotional skills	• Quiet, calming spaces with soft lighting and sensory-friendly materials for self-regulation • Flexible seating options, such as cushions or beanbags, for comfort during group time • Movement breaks throughout the day to support focus and physical regulation (e.g., dancing, stretching) • Safe, designated areas for children to retreat to when feeling overwhelmed • Calming sensory tools, such as soft toys, weighted blankets, or sensory bins, for emotional support • Clear visual schedules and routines to help children feel secure and know what to expect • Defined, small group spaces to reduce distractions and provide emotional support • Spacious areas for active play and physical engagement • Access to outdoor spaces for gross motor activities and emotional regulation

Teacher Supports
• Professional development in early childhood social-emotional development • Collaboration with specialists, such as speech-language pathologists and school counselors, to address emotional needs • Ongoing communication with families to share observations and strategies for supporting emotional growth • Use of observation and data collection to track emotional and social development • Team meetings for teachers to discuss student needs and create individualized plans • Consultation with BCBA of Mobile Behavior Support Team (MBST)

SUPPORTS AT ELEMENTARY LEVEL

Dolbeare, Greenwood, Walton, Woodville

Instructional Accommodations & Supports

We have adopted High Quality Instructional Materials (HQIM) in math and literacy that are designed using the UDL framework and include many instructional supports which are utilized prior to supports outside of the curriculum resources. Below is a selection of accommodations to support student engagement with the core curriculum. This is not an exhaustive list, but it highlights various approaches. For a more comprehensive list, organized by area of concern, please refer to the *Pre-Referral Intervention Manual*, available in each building.

Instructional	Assessment
• Differentiated literacy and math instruction to address diverse learning needs • Consistent academic language across lessons for clarity • Flexible grouping (homogeneous, heterogeneous, indiv. conferences) • Scaffolding to offer multiple entry points to grade-level content • Multimodal learning (visual, auditory, kinesthetic, digital) to engage all students • Use of graphic organizers to aid in content retention • Multiple response methods: oral, choral, whiteboard • Focus on quality over quantity for meaningful learning • Reduced homework to ensure mastery without overload • Pre-teaching key vocabulary using word banks and visuals • Word walls for reference of key academic terms • Re-teaching using varied approaches for better understanding • Clear, visual and verbal instructions to enhance comprehension • Frequent checks for understanding to guide instruction • Pre-alerts and wait time for processing and responses • Clear learning goals and models to guide student work • Frequent progress monitoring with family communication	• Variety of assessments: performance tasks, checklists, projects, written work, oral responses, unit assessments • Visual modifications (e.g., larger text, simplified formats) • Use of computer • Mix of closed and open-ended questions for different types of thinking • Test read aloud for auditory support, depending on skill being assessed • Alternative testing environments for fewer distractions • Reference sheets and/or graphic organizers • Breaks as needed • Separate test location

Teacher Supports
• Curriculum Coordinators provide support to ensure accommodations support work towards grade-level content content (in line with student needs) • Coaches provide support to model instructional strategies, co-teach, and co-plan scaffolded supports as needed • Common planning time and PLCs for collaboration on student progress • Student support teams for additional interventions • Professional development on differentiated instruction and accommodations • Data-driven adjustments to instruction based on student assessments

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Social, Emotional, Behavioral Accommodations and Supports

The following is a selection of accommodations designed to support students' social, emotional, and behavioral wellbeing. While not an exhaustive list, these examples highlight various approaches that can be used to support students.

Instructional	Environmental
• Repeated practice of school routines outside of actual events • Visual expectations (instead of verbal) • Use of Behavior Intervention Plans • Time management tools (planners, calendars, agendas) • Implementation of Open Circle, Responsive Classroom, and Zones of Regulation • Mindfulness activities • Small group social-emotional learning • Opportunities for student choice	• Access to counselor / support staff, as needed • Assigned movement/working walks • Quiet lunch area • Alternative workspaces (study carrels, standing desks) • Calming corners with soothing tools • Break space outside the classroom • Alternative testing settings • Flexible and strategic seating options • Minimization of visual distractions
Teacher Supports	
• Consultation with BCBA of Mobile Behavior Support Team (MBST) • Collaboration with related service specialists (adjustment counselors, therapists, etc.) • Student Support Team involvement • Promote home/school connection for consistent behavior protocols	



Why make a referral to the Mobile Behavior Support Team?

The Mobile Behavior Support Team (MBST) personnel partners with school-based teams in expanding building-level capacity to provide a continuum of behavioral support for all learners and in an effort to more effectively educate students with significantly challenging behaviors.

The team's work is based on research and trauma-informed strategies, including the Positive Behavior Interventions and Support (PBIS) model and Applied Behavior Analysis (ABA). The MBST personnel help to develop and assist school staff with implementing inclusive, targeted behavioral interventions and integrate social emotional instruction with the overarching goal of producing the following outcomes:

- increase access to learning for all students
- facilitate lifelong change in skill sets for all students, even those with the most challenging presentations
- decrease disruptive behavior in the classroom
- prevent students from requiring more restrictive settings or needing more intensive interventions that go beyond general education capability
- provide supports to staff in an effort to reduce likelihood of burn-out

SUPPORTS AT MIDDLE SCHOOL LEVEL

Galvin Middle School

Instructional Accommodations & Supports

Below is a selection of accommodations to support student engagement with the core curriculum. This is not an exhaustive list, but it highlights various approaches. For a more comprehensive list, organized by area of concern, please refer to the *Pre-Referral Intervention Manual*, available in each building.

Instructional	Assessment
• Differentiated instruction and assignments tailored to student needs • Small group and one-on-one instruction for targeted support • Preferential seating to enhance focus away from distractions • Use of rubrics for clear expectations • Frequent progress updates for families • Teacher facilitated parent notification of the early signs of a student failing a class • Breaks to maintain focus and reduce stress • Behavioral cues for student attention • Extended time on assignments and assessments, as needed • Adapted reading levels and word banks to support comprehension • Multimodal content (visual, verbal, digital) for diverse learning styles • Audiobooks and assistive technology for reading support • Graphic organizers, study guides, copies of teacher notes, samples of completed work, and structured notes for organizing information • Breaking assignments into manageable tasks • Strategic pairing for peer support and collaborative learning • Incremental testing and models for clear expectations • Frequent progress monitoring with family communication	• Visually modified tests (larger font, clearer formatting) • Use of computer for assessments • Option for test retakes to support student progress • Mix of closed and open-ended questions • Memory aids, checklists, rubrics, reference sheets, or mnemonic cards • Test read aloud for auditory support • Breaks as needed during assessments • Tests broken down into smaller sections (e.g., one page at a time) • Separate test location

Teacher Supports
• Curriculum Coordinators available for content-specific guidance • Common planning time for teachers to discuss student progress • Grade level team meetings for collaboration • Student Support Team, RTI, and MTSS processes for additional assistance • District-wide professional development focusing on teaching strategies • Collaboration with specialists (speech/language pathologists, adjustment counselors, etc.)

Social, Emotional, Behavioral Accommodations and Supports

The following is a selection of accommodations designed to support students' social, emotional, and behavioral wellbeing. While not an exhaustive list, these examples highlight various approaches that can be used to support students.

Instructional	Environmental
● Social-emotional learning curriculum to build skills like self-awareness and emotion regulation ● Small group sessions for skill-building (e.g., peer relationships, conflict resolution) ● Individual check-ins for social coaching as well as to monitor overall emotional well-being ● Mindfulness and stress-management practices ● Positive behavior reinforcement systems ● Conflict resolution and restorative justice circles ● Self-regulation tools integrated into lessons ● Peer support programs, such as buddy systems and mentoring ● Direct and indirect services through school counselors or social workers ● Quiet space to work when stressed, triggered, and/or dysregulated. ● Check-ins with the school counselor for support regarding: executive functioning, focus & attention management, positive decision making, social coaching, social peer conflict resolution, anxiety management, and/or social skill support. ● Retaking of failing assessments with teacher support	● Break spaces and quiet areas to help students regulate ● Sensory tools and focus aids (e.g., fidget toys, stress balls, gum) to support self-regulation ● Flexible seating options (e.g., standing desks, ball chairs) away from distractions. ● Movement breaks (e.g., walking in hallways or guided stretches) ● Brain breaks during lessons to maintain focus and manage stress ● Calm-down corners with tools for emotional regulation ● Flexible workspaces to meet individual needs ● Reduced classroom stimuli to minimize distractions ● Relaxing, noise canceling headphones, music or sounds to create a calming atmosphere ● Wearing of hats for social comfort
Teacher Supports	
● Regular collaboration with school counselors, school psychologists, and other specialists ● Support from a Board Certified Behavior Analyst (BCBA) for staff training and consultation ● Consultation with outside mental health professionals when needed ● Ongoing communication with parents to support social-emotional growth ● Data-driven decision-making for monitoring student progress in emotional development ● Collaboration with related service providers (e.g., speech/language pathologists, occupational therapists) for holistic support ● Team-based approach in Student Support Meetings to address student needs	

SUPPORTS AT HIGH SCHOOL LEVEL

Wakefield Memorial High School

Instructional Accommodations & Supports

Below is a selection of accommodations to support student engagement with the core curriculum. This is not an exhaustive list, but it highlights various approaches. For a more comprehensive list, organized by area of concern, please refer to the *Pre-Referral Intervention Manual*, available in each building.

Instructional	Assessment
• Shortened assignments for focused learning • Clear rubrics with specific expectations • Preferential seating for focus and participation • Reduced problems or questions on assignments for manageability • Small group instruction for targeted learning • Computer and technology use for assignments and research • Graphic organizers for structuring information • Multimodal instruction (visual, verbal, digital) • Breaks to maintain focus and reduce stress • Study guides and review materials to reinforce key concepts • Exemplars and templates for reference • Guided or template notes for structured learning • Checklists for complex assignments • Contracts with students to set expectations • Extra help through teacher support (before/after school) • NHS tutoring for additional academic support • Google Classroom for reminders and assignment tracking • Extended deadlines when necessary • Ongoing positive reinforcement to build motivation • Frequent progress monitoring with family communication • Math reference sheets • Teacher check-ins for understanding • PowerSchool Course Progress Monitoring • Extended time on assignments and assessments, as needed	• Visually modified tests (larger font, clearer formatting) • Use of computer for assessments • Graphic organizers for organizing test responses • Option for test retakes to support student progress • Varied options for demonstrating knowledge (written, oral, creative) • Breaks as needed during assessments • Tests broken down into smaller sections (e.g., one page at a time) • Separate test location

Teacher Supports
• Curriculum Coordinators available for content-specific guidance • Department Heads for curriculum and instructional guidance • Support from guidance counselors and administrative teams • Instructional Support Team meetings for collaboration • District-wide professional development to enhance teaching strategies

Social, Emotional, Behavioral Accommodations and Supports

The following is a selection of accommodations designed to support students' social, emotional, and behavioral wellbeing. While not an exhaustive list, these examples highlight various approaches that can be used to support students.

Instructional	Environmental
• Mindfulness practices incorporated into classroom routines • Peer mentoring or buddy programs for emotional support • Developmental guidance curriculum focused on coping skills, stress management, and building relationships • Regular check-ins with counseling faculty • Conflict resolution programs to manage peer interactions • Restorative justice practices for repairing harm and promoting emotional accountability • Group counseling sessions addressing topics like mental health awareness, stress, and self-advocacy • Personalized self-regulation strategies taught in individual or group settings	• Designated quiet spaces for students to manage stress or take breaks • Flexible seating options (e.g., standing desks, quiet corners, or study carrels) to reduce distractions • Alternative workspaces for testing or individual study (e.g., separate rooms for testing) • Open lunch spaces that provide a supportive environment for students who need a break • Break periods for physical movement or relaxation to support focus and emotional regulation • Calming areas or wellness rooms equipped with relaxation tools
Teacher Supports	
• Ongoing consultation with adjustment counselors, school psychologists, speech/language pathologists, occupational therapists, and administrators to coordinate services • Support from school-wide Guidance and Administration Support Teams • Data-driven approaches to monitor students' emotional progress and needs • Regular team meetings to review student needs and develop comprehensive support plans	

FAMILY & COMMUNITY SUPPORT STRUCTURES

To foster strong partnerships between home, school, and the community, the following support structures are in place:

Regular Communication: Timely updates are provided through principal and district newsletters, school and district websites, and other communication channels (Community Call, etc.)

Counseling Resources: Explore counseling resources available to families on the Counseling and Family Support section of the WPS website.

Annual Events: Back-to-School Nights and SEPAC events are held to engage families and provide valuable school information.

Parent Teacher Organizations: Opportunities are available through PTOs at each building, encouraging active family involvement in school activities.

Report Cards: Elementary report cards are issued twice a year, middle school report cards four times a year, and high school report cards four times a year.

Parent Conferences: Two parent conference days each year to discuss progress.

PowerSchool Access: Families can access PowerSchool through individual accounts to track student attendance, schedules, and grades.

Parent University: Since 2014, Wakefield Public Schools has offered parents and caregivers programming that addresses academic, social-emotional, and technology topics through its Parent University series.