

# **Montachusett Regional Vocational Technical School**

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## ***Curriculum Accommodation Plan (DCAP)***

### **Introduction to DCAP**

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate student's diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

*Chapter 71 Section 38 Q ½*

*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 education classroom and in providing appropriate services and support within the regular education program, but not limited to, direct and systematic instruction in reading a provision of services to address the needs of children whose behavior 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.*

### **Purpose of DCAP**

The Massachusetts Special Education Laws require school districts to implement Curriculum Accommodations Plans (CAP) to help ensure all efforts have been made to meet students' needs in *regular education*. The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet the needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to regular education staff through professional development and collaboration.

### **Primary Objective**

To continually strengthen and improve the general education program for the benefit of all students.

## **Resources, Structures and Services**

### **Academic/Vocational**

- Instructional Support Team serves as a pre-referral team.
- An ESL teacher works with English Language Learners within the classrooms as needed. This teacher also works to support regular education teachers in lesson design and delivery, if needed.
- MCAS-Prep for ELA and math is provided for Title I students.
- MCAS support in ELA, math and science is also offered to all students three days a week after school.
- Peer tutoring is offered in conjunction with the National Honor Society
- Analysis and use of assessment data
- Title I Data Teams: ELA, math, and science
- Sharing of student information including, but not limited to, IEP, 504, ESL, ISSP, EPP
- Teacher participation in Instructional Support Team meetings
- Continuous curriculum review

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

- Behavior plans are coordinated with teachers, guidance counselors and the Instructional Support Team (IST) members.
- Individual/small group counseling sessions target individual needs.
- A Peer Mediation program has been established to address issues of peer conflicts and bullying.
- Mentors in Violence Prevention program (MVP) has been established to support and address the four types of violence and enforce the mission of creating a safe climate for all students to learn.
- Two Dean of Students works directly with students to address school procedures and conduct as outlined in the student handbook.
- Counseling services are made available through a school adjustment counselor, social worker and psychologist.
- The district employs a school wide incentive program titled "Bulldog Pride".
- A merit system is employed
- The district employs a school resource officer
- Community partnerships and consultation with outside agencies occur to ensure appropriate resources are recommended and utilized.

### **Teacher Team/Support**

- Special Education liaisons consult frequently with regular classroom teacher's regarding curricular delivery and individual student needs.
- Faculty is working on establishing consistent expectations for student performance in creating curriculum maps for each course that also vertically aligns, grades 9-12.
- Each academic department follows the District's Curriculum Review Cycle, which includes self-assessment, data analysis, and common assessment development.
- On-going professional development frequently addresses issues that support student learning, such as inclusive practices, differentiated instruction, responses to Executive Dysfunction and Understanding By Design.

- Teachers make frequent use of department meetings, email, and shared files to exchange strategies and curricula with other professionals in the district.
- New teacher mentors are provided and regularly scheduled meetings are held monthly.
- 504 Accommodation Plan services are available for designated students.
- Focused Professional Development opportunities (Differentiated Instruction, Curriculum accommodations, Graphic Organizers, Co-teaching strategies, Inclusive practices, etc.)

### **Increase Communication Between School and the Home**

- Parent information meeting held for all freshmen and new students
- Parents' Night
- Career Awareness / Open House
- Use of email/website
- Newsletters
- Press releases throughout eighteen communities
- Parent advisory groups; All career/technical areas, Title I, Special Education, School Council, & ELL

### **Routinely Used Instructional Strategies**

In addition to the pre-referral options to Monty Tech 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 ages.

### **Design Lessons for Clarity**

- Share lessons goals 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 ensure understanding as objectives.
- Identify essential questions students should be able to answer at the end of the lesson or unit when appropriate.
- 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 extra time for assignments when appropriate.
- 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 vocabulary
- Have student 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 accentuate patterns.
- Use “think-aloud” 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 opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class notes.
- Provide varied opportunities for student practice.
- Provide graph paper and encourage students to use it in order to keep numbers and 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.
- IPOD touch, e-readers, electronic text books

### **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 to share their thinking out loud with others.

### **Additional academic support within the regular education shops/classrooms**

- Paraprofessionals assigned by Departments
- MCAS help classes during the day
- MCAS tutoring program after school using highly qualified teachers

- MCAS Summer Academy
- Course development and sequencing
- Consultation from in-house support specialists
- Pre-requisite courses
- Class size considerations
- Budget considerations
- Technology resources

\* Metacognitive strategies – strategies that encourage students to think about their own thinking process.