District Curriculum Accommodation Plan (DCAP)

Montachusett Regional Vocational Technical School
2025–2026 Academic Year

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to support school leaders and teachers in designing and delivering a general education program that accommodates the diverse learning needs of students that aligns with Massachusetts regulations (M.G.L. c. 71, §38Q½), the NEASC (New England Association of Schools and Colleges) accreditation standards, and DESE Guidelines for inclusive practices and tiered support systems.

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. Mass General Laws, 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 school budget and in the formulation of a school improvement plan, as provided below.

The Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAP) to ensure that all students receive the necessary support within the regular education setting.

Primary Objective

The primary objective is to continually strengthen and improve the general education program to ensure that all students benefit from a high-quality, inclusive, and accessible education.

Monty Tech will:

- Ensure all students receive effective and equitable access to curriculum and instruction.
- Guide general education teachers in accommodating student needs within the classroom.
- Minimize inappropriate referrals to special education by implementing tiered supports.
- Align curriculum and instructional practices with NEASC standards on teaching and learning.

Guiding Principles

Monty Tech commits to:

- High academic and vocational expectations for all students.
- Early and systematic identification of student learning needs.
- Research-based instructional strategies and interventions.
- Supportive environments promoting growth, inclusion, and equity.

Tiered Systems of Support

Monty Tech uses a **Multi-Tiered System of Supports (MTSS)** framework:

Tier 1 – Universal Supports

For all students in general education

- High-quality, standards-based instruction in academic and vocational settings.
- Common planning time for educators to review data and student progress.
- Positive Behavioral Interventions and Supports (PBIS).
- School-wide literacy and math interventions (e.g., IXL, Title I).
- Formative assessments and ongoing feedback.

Tier 2 – Targeted Group Interventions

- Small group instruction.
- Targeted reading, writing, math, or executive functioning strategies.
- Behavioral and attendance monitoring.
- Use of Intervention Progress Monitoring Forms.

Tier 3 – Intensive Individualized Interventions

- Individual intervention plans created with support staff (e.g., school psychologist, adjustment counselor).
- Referral to the Instructional Support Team (SST).
- Possible evaluation for consideration for specialized services (IEP, 504).

Evaluations may not be denied or delayed after a referral to determine eligibility for special education; however, evaluations may be conducted at the same time as MTSS or other tiered interventions, screening tools, or “pre-referral” services.

Behavioral, Social, and Emotional Support

Montachusett Regional Vocational Technical School is committed to fostering a safe, supportive, and inclusive learning environment where all students can thrive academically, socially, and emotionally. The school provides a comprehensive range of services and supports to address behavioral and mental health needs through proactive strategies, targeted interventions, and collaborative partnerships.

Community Partnerships and External Supports

- Monty Tech partners with regional organizations such as LUK, Inc., YOU, Inc., and other service providers to ensure students have access to a wide range of mental health and support services.
- Care Solace is available to all members of the Monty Tech Community. A Care Coordinator will match students and staff or family members with individualized support at no cost.

- These partnerships provide direct services, consultation, crisis intervention, and referrals for students and families in need.

School-Wide Behavioral Structures

- **Deans of Students:**
  Two Deans of Students oversee school conduct, support students in adhering to behavioral and social expectations, and implement interventions aligned with the student handbook. They work in close partnership with instructional staff and families.

- **School Resource Officer** (SRO):
  A dedicated SRO is on campus to help maintain a safe and secure environment, build relationships with students, and provide education around safety, legal rights, and responsible decision-making.

- **Bulldog Pride** Incentive Program:
  Monty Tech uses a school-wide recognition program to reinforce positive behaviors and academic effort:

    - Students earn nominations from teachers for academic achievement, exemplary attendance, and positive behavior.

- Nominated students are eligible for periodic recognition and rewards, fostering intrinsic motivation and school pride.

Tiered Behavioral & Special Emotional Supports

- **Small Group and Individual Counseling**:
  Licensed school counselors, school psychologists, and a school adjustment counselor provide targeted counseling services to address issues such as anxiety, conflict resolution, peer relationships, trauma, and emotional regulation.
- **Individualized Behavior Plans**:
  Behavior support plans are developed collaboratively by teachers, school counselors, and members of the Instructional Support Team (IST). These plans are tailored to address specific student needs and include measurable goals and progress monitoring.

Professional Consultation and Student Based Intervention Practices

Monty Tech is committed to supporting students through collaborative and data-driven practices, ensuring that both academic and vocational programs are responsive to diverse student needs. Faculty and support teams work together to create an inclusive and effective learning environment for all students.

- **Instructional Support Team (IST):**
  A pre-referral team called the Instructional Support Team (IST) meets regularly to assist teachers in identifying and addressing the needs of students who may be struggling academically or vocationally. This collaborative approach helps teachers implement appropriate interventions and support strategies.
- **Data-Driven Instruction:**
  Title I Data Teams in English, math, science, and social studies regularly analyze assessment data to identify trends and monitor student progress. This data informs instructional decisions and ensures that students are receiving the support they need to succeed.
- **Collaborative Data Use:**
  Title I Coaches share strategies for implementing assessment data in the classroom, supporting English, math, science and social studies teachers in making instructional adjustments based on data-driven insights.
- **Sharing of Student Information:**
  Regular sharing and updates of essential student information—including, but not limited to, IEPs, 504 plans, ELL status, ISSPs, and health-related limitations—are conducted in compliance with FERPA regulations. This ensures that all teachers and support staff have the necessary information to meet student needs.

General Education Strategies

Routinely Used Instructional Strategies

Each teacher offers a designated after school help day to provide individualized support and tutoring for students. In addition to the pre-referral support available to Monty Tech students, teachers across the district consistently implement a range of evidence-based instructional strategies as part of their commitment to high-quality teaching and learning. These strategies are designed to support diverse learners and enhance academic engagement and achievement.

It is important to note that while the following strategies are widely used, their applicability may vary depending on the instructional age, developmental level, and specific needs of the students.

Designing Lessons for Clarity and Engagement

To promote student understanding and maximize instructional effectiveness, teachers intentionally design lessons with clarity, structure, and engagement in mind. The following strategies support clear instructional delivery and help ensure all students are active participants in their learning:

- **Share Daily Learning Goals**: Clearly communicate the objective(s) of each lesson and revisit them at the end of class to assess progress.

- **Provide a Daily Agenda**: Display a visual or written agenda to help students anticipate the structure of the lesson and stay organized.

- **Align Lessons with Performance-Based Objectives**: Design lessons with specific, measurable outcomes to guide instruction and ensure student understanding.

- **Use Essential Questions**: Incorporate guiding questions that help focus learning and deepen comprehension, especially at the end of a lesson or unit.

- **Emphasize Key Vocabulary**: Identify critical academic and content-specific vocabulary, and reinforce it through repetition and application before and during instruction.

- **Promote Active Engagement**: Offer regular opportunities for students to participate actively—through discussion, problem-solving, collaboration, or hands-on tasks.

- **Check for Understanding Frequently**: Use formative assessments, questioning strategies, and student feedback to gauge comprehension throughout the lesson.

- **Incorporate Movement**: Build in opportunities for physical movement to support attention, engagement, and cognitive processing.

- **Use Wait Time Effectively**: After posing questions, allow students adequate time to think and formulate responses.

- **Preview New Concepts**: Introduce unfamiliar material with background knowledge, visuals, vocabulary or brief overviews to build readiness and reduce cognitive load.

Building Context to Support Student Understanding

Effective instruction begins with making learning meaningful. Teachers can enhance comprehension and engagement by intentionally building context around new material. The following strategies help students connect new learning to prior knowledge and real-world relevance:

- **Make Content Relevant**: Connect lessons to students' lives, interests, backgrounds, or future goals to increase motivation and personal investment.

- **Use Exemplars**: Share models or examples of high-quality work to clarify expectations and guide student performance.

- **Introduce Concepts Using Familiar Contexts**: Begin instruction with examples or analogies that are familiar to students, helping them access new ideas through what they already know.

- **Preview Key Vocabulary**: Introduce and review important vocabulary terms before instruction to reduce language barriers and support comprehension.

- **Identify Key Information**: Teach students how to find and highlight key information and main ideas during lessons, readings, or discussions.

- **Relate Lesson Parts to the Whole**: Consistently connect each part of the lesson to the larger objective or unit theme to reinforce understanding and purpose.

Modeling Strategies to Support Learning and Retention

Teachers can enhance student understanding and promote independent learning by modeling strategies that make thinking visible and support information retention. The following

approaches are designed to build metacognitive awareness and equip students with effective tools for academic success:

- **Use Graphic Organizers:** Employ visual tools to highlight relationships among ideas, concepts, or steps in a process, helping students organize and retain information.

- **Model Highlighting and Color-Coding Techniques:** Demonstrate how to use color strategically to identify key points, group related ideas, and reveal patterns in texts or notes.

- **Incorporate Think-Alouds:** Use "think-aloud" strategies to model the cognitive process behind reading comprehension, problem-solving, and decision-making, encouraging students to reflect on and monitor their own thinking.

- **Teach Study Tool Creation:** Provide students with effective study aids (e.g., flashcards, annotated notes, charts), and explicitly teach them how to create and use these tools independently.

Instructional Support

Monty Tech is committed to ensuring that all students have the tools and strategies necessary to succeed academically. Instructional support practices are designed to reinforce access to curriculum content, promote independent learning, and build student confidence.

Explicit Instruction in Study Skills

- Teach note-taking methods tailored to course content and student learning needs (e.g., Cornell notes, graphic note-taking).
- Provide instruction in effective study strategies using tools such as highlighters, sticky notes, color-coding, and annotation techniques.
- Reinforce organizational skills, including time management and materials preparation.

Use of Visual and Organizational Tools

- Provide graphic organizers, templates, and flowcharts to help students plan, process, and retain information.
- Offer word banks, anchor charts, and visual aids to support vocabulary development and content comprehension.

- Use color-coded materials to clarify steps in problem-solving or multi-step tasks.

Modified Materials for Accessibility

- Reformat handouts and worksheets to include ample space for student responses.
- Incorporate visuals, diagrams, and symbols to increase engagement and understanding.
- Provide graph paper or lined paper to support neatness and spatial organization, especially in mathematics or open response items.
- Maintain visually uncluttered documents and assessments; offer students scrap paper or test aids as needed.

Technology Integration

- Ensure students have access to digital versions of textbooks and instructional materials.
- Integrate assistive technology and Google tools/extensions such as Read&Write, Speech-to-Text, and Immersive Reader to support reading, writing, and comprehension.
- Use digital communication platforms (e.g., Schoology, Google Classroom, Remind, email) to provide updates, assignments, and feedback.

Practice and Feedback

- Incorporate frequent and varied opportunities for students to practice new skills and concepts.
- Provide timely, clear, and specific feedback that guides student improvement.
- Encourage revision and self-assessment to promote a growth mindset and continuous learning.

Instructional Strategies

Montachusett Regional Vocational Technical School prioritizes instructional approaches that promote inclusivity, engagement, and academic rigor. The following research-based strategies are expected of all educators across both academic and vocational programs:

- **Differentiate Instruction:**
  Adjust the content, instructional process, and student outputs to accommodate a range of learning styles, readiness levels, and interests.

- **Apply Universal Design for Learning (UDL):**
  Incorporate multiple means of representation (how content is presented), expression

(how students respond), and engagement (how they interact with content) to reach all learners.

- **Use Varied Assessment Methods:**
  Use a range of assessment types—including quizzes, projects, portfolios, and peer/self-assessments—to gather meaningful insights into student learning.

- **Provide Flexible Supports:**
  Allow for accommodations such as extended time, movement breaks, or alternative testing environments to support individual student needs.

- **Adapt Grouping and Pacing:**
  Use strategic grouping (heterogeneous, skill-based, interest-based) and adjust pacing to align with student readiness and progress.

- **Incorporate Social-Emotional Learning (SEL):**
  Embed SEL practices into daily instruction to help students build self-regulation, resilience, collaboration, and empathy.

- **Utilize Instructional Technology and Assistive Tools:**
  Enhance instruction through the integration of digital tools, including text-to-speech, audio recording tools, interactive whiteboards, and adaptive learning software.

Classroom Management and Engagement Practices

- **Establish Consistent Routines:** Create structured, predictable classroom routines to build stability and reduce anxiety, allowing students to focus on learning.

- **Provide Preferential Seating:** Strategically place students in the classroom to minimize distractions and optimize engagement.

- **Use Non-Verbal Cues for Attention:** Implement consistent non-verbal signals (e.g., hand gestures, visual timers) to maintain smooth classroom transitions and reduce disruptions.

- **Foster Familiar Procedures:** Reinforce established classroom procedures regularly to ensure clarity and maximize instructional time.

- **Promote Independent and Collaborative Problem Solving:** Design tasks that begin with individual thinking, followed by structured small-group discussions to deepen

understanding and communication skills.

Assessments and Enhancing Student Access

To ensure all students have equitable opportunities to demonstrate their learning, teachers implement a variety of strategies to address assessment-related challenges. These practices are designed to reduce barriers, build student confidence, and improve assessment outcomes:

- **Teach Test-Taking Strategies**: Provide explicit instruction and practice in test-taking techniques, including how to approach different types of questions and manage time effectively.

- **Preview and Model Assessment Formats**: Help students become familiar with common test structures and question types they may encounter.

- **Clarify Directions and Questions**: Review instructions carefully and rephrase or clarify when necessary to ensure student understanding.

- **Encourage Paraphrasing**: Have students restate directions or questions in their own words to confirm comprehension.

- **Use Multi-Modal Directions**: Present instructions both visually and verbally to support diverse learning needs and processing styles.

- **Support Time Management**: Use timers, countdowns, or visual schedules to help students pace themselves during assessments.

- **Provide Extended Time**: Allow extra time to complete assignments or assessments when appropriate, based on individual student needs or learning plans.

- **Offer Multiple Assessment Formats**: Evaluate student understanding using a range of formats (e.g., written responses, oral presentations, projects, or visuals) to allow students to demonstrate knowledge in ways that align with their strengths.
- **Student Feedback Surveys**: Seek quarterly feedback from students with a survey to evaluate instructional practices and activities.

Academic Support Services and Structures

- **In-Class Academic Support**: Additional instructional support is provided within regular education academic and vocational classrooms to meet diverse student needs.

- **Para-educator Assignments**: Paras are strategically assigned based on specific academic and vocational content areas to offer targeted assistance.

- **Co-Teaching Inclusion Model**: A co-teaching model is implemented across all content areas to support inclusive instruction and differentiated learning.

- **Reading and Math Literacy**: Freshmen and sophomores receive supplemental instruction in English and math through designated Title I support classes.

- **MCAS Tutoring Program**: After-school tutoring is offered by licensed content teachers to prepare students for the Massachusetts Comprehensive Assessment System (MCAS).
- **MCAS Review Camps & ACCESS Review Camps:** These camps run 1 week prior to testing to prepare students for the Massachusetts Comprehensive Assessment System (MCAS) and/or ACCESS for ELLs.

- **Freshman Academy & Orientation Program** (summer): A structured program supports the transition of ninth-grade students and newly enrolled sophomores through focused academic and social-emotional support.

- **In-House Specialist Consultation**: Teachers and support staff have access to consultation services from in-house specialists to address academic, behavioral, and social-emotional needs.

- **Prerequisite Courses**: Students are enrolled in prerequisite courses to ensure appropriate placement and readiness for advanced academic and vocational coursework.

- **Course Offerings**: Courses are designed to accommodate varying student abilities and to match appropriate levels of challenge and support.

- **Class Size Management**: Class sizes are adjusted strategically to foster personalized instruction and greater student engagement.

- **Web-Based Academic Support**: Students have access to a variety of online academic support tools and platforms to supplement in-class instruction and promote independent learning.

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Services for Multilingual Learners

Monty Tech is committed to supporting English Language Learners (ELLs) through a comprehensive approach that ensures equitable access to academic and vocational instruction. The school adheres to the Massachusetts Department of Elementary and Secondary Education (DESE) requirements for Sheltered English Immersion (SEI), ensuring that ELLs receive appropriate language development and content instruction from qualified educators.

- **Licensed ESL/English Instruction:** A dually certified ESL instructor provides direct English instruction through specialized ESL courses, integrating language acquisition skills.

- **SEI-Endorsed Teachers:** All core academic teachers of ELLs possess the SEI Endorsement as required by DESE, equipping them with the tools to scaffold instruction and differentiate content effectively for multilingual learners.

- **Collaboration Across Content Areas:** The ESL instructor works collaboratively with SEI-endorsed academic and vocational teachers to support lesson design and instructional delivery that is accessible to ELLs.

- **Targeted Academic Support:** The ESL instructor provides individualized and small-group support in subjects including English, math, science, and social studies to reinforce both content mastery and English language development.

- **Assessment Accommodations:** In partnership with the Assessment Coordinator, the ESL instructor administers and provides accommodations for state testing (e.g., MCAS, ACCESS for ELLs, AP, etc) in alignment with guidelines. All testing accommodations are also applied to classroom assessments.

- **After-School Language Support:** Regular after-school tutoring sessions focus on both academic content and English language skills, helping ELLs meet their learning goals.

- **Family Engagement:** The ESL instructor maintains ongoing communication with families of ELL students to foster awareness of student progress and promote home-school collaboration.
- **EL Family Communication**: The Principal and members of the ESL Team will contact students and families for a variety of reasons throughout the school year.
- **EL Student & Family Feedback Survey:** Annually, the ESL Team will seek feedback from parents and families of EL and former ELs.

Remedial Instruction for Students

Monty Tech provides a variety of remedial instruction and support services to help students succeed academically and reach their potential. These programs are designed to support students in need of additional help, whether due to academic challenges, language barriers, or learning disabilities.

- **MCAS-Prep Classes (Title I):**
  Title I students receive targeted preparation for the MCAS exams in English and math, providing them with the foundational support they need to succeed on state assessments.

- **MCAS Tutoring:**
  After-school tutoring is offered three days a week in English, math, and science, providing additional academic support for all students in preparation for the MCAS.

- **Before-School Drop-In Tutoring:**
  Students can access drop-in tutoring before school, available five days a week, providing a flexible and convenient option for additional academic support.

- **After School Help Days:**
  Each academic and vocational instructor holds a designated after school help day when students can access direct, individualized support. This ensures that students have dedicated time to seek assistance with coursework, projects, or academic concerns.

Educator Collaboration

Monty Tech fosters a culture of collaboration among educators to ensure consistent, high-quality instruction and to support student success across academic and vocational areas. A variety of collaborative structures and practices are in place to promote shared responsibility, professional growth, and continuous improvement.

- **Instructional Support Team** (IST): A multidisciplinary team that meets regularly to discuss students who are struggling academically or vocationally and to develop targeted intervention strategies.

- **Instructor Input for Educational Assessments**: Individual teachers contribute valuable insights and feedback to support the development of comprehensive educational assessments.

- **504 Accommodation Plan Services:**
  Students with 504 Accommodation Plans receive the necessary support and services to ensure equitable access to the curriculum, as outlined in their individualized accommodation plans.

- **Curriculum Development through Content-Specific Teams**: Department teams collaborate to regularly review, update, and align curriculum using the Atlas platform to ensure consistency and rigor.

- **Shared Resources via Google Drive**: Faculty members use shared Google Drive folders to collaborate on assessments, lesson plans, and instructional materials, promoting the sharing of best practices.

- **Monthly Meeting Structures**: Faculty Meetings, Department Meetings, and Coordinator Meetings for all academic and vocational teachers are held monthly to encourage cross-disciplinary communication and coordinated planning.

- **Ongoing Professional Development**: All faculty members participate in continuous professional development through a choice-based model that allows them to pursue training relevant to student needs, instructional goals, and content-specific expertise.

Consultative Services for Teachers

Monty Tech provides a robust system of consultative services that align with the Individuals with Disabilities Education Act (IDEA) and support the development of effective instructional practices as outlined in the Massachusetts Educator Evaluation Framework. These services are designed to ensure equitable access to curriculum and promote professional collaboration across academic and vocational settings.

Support for IDEA Compliance

- **Collaboration Between Special and General Educators (IDEA §300.324):**
  Special education teachers and liaisons consult frequently with general education teachers to ensure that Individualized Education Programs (IEPs) are implemented with fidelity. This includes support in curriculum delivery, instructional modifications, and progress monitoring.

- **Inclusion and Co-Teaching Models:**
  Inclusion teachers co-teach in core academic subjects, delivering specialized instruction

within the general education setting in accordance with Least Restrictive Environment (LRE) requirements under IDEA.

- **Curriculum Access and Alignment:** Teachers work collaboratively to create vertically aligned curriculum maps that ensure students with disabilities have access to grade-level content, per IDEA's requirement for access to the general curriculum (§300.320).

- **Curriculum Review and Data-Driven Practices:**
  Each department participates in a formal Curriculum Review Cycle that includes self-assessment, analysis of student learning data (including for students with disabilities), and development of common assessments—ensuring instructional decision-making is evidence-based and inclusive.

Curriculum Review and Updates

Monty Tech is committed to maintaining a high-quality, inclusive curriculum that reflects current standards, instructional best practices, and the diverse backgrounds of its student body.

- The curriculum is regularly reviewed and updated by faculty through the use of Atlas Rubicon, an online curriculum mapping platform that facilitates transparency, alignment, and collaboration across academic and vocational departments. Teachers also use Schoology and Google Drive to share curriculum documents, graphic organizers, instructional materials, and additional support. This shared platform ensures that educators can collaborate efficiently and access resources in real time.

- Faculty teams engage in review cycles to ensure that curriculum documents:

    - Align with Massachusetts Curriculum Frameworks
    - Support differentiated instruction and universal design for learning (UDL)
    - Incorporate student performance data and emerging educational research

- As part of the review process, all curriculum materials undergo a bias-free review to:
    - Identify and eliminate content that may reflect cultural, racial, gender, linguistic, or socioeconomic bias
    - Ensure that instructional resources are inclusive, representative, and affirming of all students' identities
    - Promote critical thinking, equity, and respectful dialogue across diverse perspectives

- Teachers are encouraged to integrate diverse texts, case studies, and learning examples to reflect the varied experiences and voices of the Monty Tech community.

Mentoring and Induction Program

Montachusett Regional Vocational Technical School is committed to fostering a culture of continuous professional growth through structured mentoring and support for all new educators. The mentoring program ensures that new teachers receive the guidance, feedback, and collaboration necessary to implement effective instructional practices and contribute meaningfully to student success.

New Teacher Orientation and Training

- A mandatory New Teacher Orientation and Training session is held one week prior to the start of the school year.
- This session introduces faculty to the district's instructional expectations, curriculum frameworks, school culture, policies, and supports for diverse learners.

New Teacher Induction Program

- All educators new to Monty Tech participate in the New Teacher Induction Program, which spans the first year of employment.
- The program includes monthly meetings focused on:
    - Instructional strategies aligned with UDL and differentiation
    - Classroom management and student engagement
    - Professional responsibilities and ethical practice
    - Curriculum accommodation and access for all learners

Mentorship Assignment and Structure: Each new teacher is paired with a peer mentor who holds Professional Teaching Status (PTS). Mentors serve as instructional coaches, collaborators, and reflective partners throughout the school year.

Mentoring Hours by Role:

- First-Year Teacher – 70 hours of mentoring
- Second-Year Teacher – 50 hours of mentoring
- Experienced Teacher New to District – 25 hours of mentoring

Observation and Feedback Requirements: All mentoring participants must complete the following structured observations:

- **Two Full-Period Peer Observations**
    - Includes pre- and post-observation discussions
    - Formal written feedback is provided by the mentor
    - Mentees complete reflective write-ups based on observations
- **Two Brief (Mini) Peer Observations**
    - Targeted focus (e.g., questioning techniques, student engagement)
    - Includes written reflections and follow-up discussions

Documentation and Reflection: Participants are required to maintain a year-long mentoring log documenting all meetings, observations, reflections, and collaborative activities. These logs serve as a record of professional growth and may be reviewed as part of the educator evaluation process or accreditation reporting.

Communication

Monty Tech is committed to maintaining clear, consistent, and accessible communication with families, students, and the broader community. A variety of platforms and strategies are used to ensure that stakeholders remain informed and engaged:

- **School Email System**: Staff are accessible via school email; all addresses are available on the school website.
- **Regularly Updated School Website**: Key information, announcements, calendars, and resources are consistently maintained and posted online.
- **Social Media Platforms**: Updates and news are shared through official school accounts to reach a broad audience (e.g., Instagram and Facebook)
- **School Messenger System**: Automated phone calls and emails are used to deliver timely reminders, alerts, and updates.

- **PowerSchool Parent Access Portal**: Families can monitor student grades, attendance, and academic progress through the secure PowerSchool APP.

- **Schoology & Google Classroom**: Teachers communicate assignments, announcements, and resources.

- **Press Releases**: School news and achievements are shared with the public through press releases distributed to media outlets across eighteen communities.

- **School Council**: This representative body includes faculty, administration, parents, and community members who collaborate on school-wide decisions and initiatives.

- "**Remind" App:** Teachers may use the Remind app to communicate directly with students and families through text or app-based messages.

- **SPED PAC** (Special Education Parent Advisory Council): Provides a forum for parents of students with disabilities to offer input and stay informed on special education policies and services.

- **Vocational Program Advisory Committees:** Each technical program has an advisory committee that includes at least one parent representative to ensure ongoing community and industry input.

Parental Involvement

Monty Tech values strong partnerships with families and actively promotes parental involvement through a variety of events and opportunities throughout the year. These initiatives are designed to keep families informed, engaged, and connected to their child's educational experience.

Annual Events:

Freshmen Acceptance Night (June): An introductory event for incoming students and their families to celebrate admission and learn about next steps.

Freshman Parent Orientation Night (August): Offers a comprehensive overview of school expectations, supports, and programs prior to the start of the school year.

Back to School Night (September): Provides parents the opportunity to meet teachers, tour classrooms, and learn about academic expectations.

Open House (October): Welcomes prospective students and families to explore academic and technical offerings at Monty Tech.

Parent-Teacher Conferences (November): Scheduled meetings for parents to discuss student progress and academic concerns with teachers.

Career Awareness Night (March)**:** Showcases vocational programs to help families and students make informed decisions about career pathways.

Multicultural Awareness Night (May):

MEFA College Planning & Financial Aid Seminars (October & April): Sponsored by the Massachusetts Educational Financing Authority to assist families with the college application and financial aid process.

College and Career Fair (October & May): Brings together college representatives, employers, and training programs to help students explore post-secondary options.

Military Awareness Night (December): Provides information and resources for students and families interested in military careers.

Vocational Program Advisory Committee Meetings (October, February, June): Allows parent representatives and industry professionals to provide feedback on technical programs.

School Council Meetings (Monthly): Open meetings that include parent, student, staff, and community representatives to discuss school governance and improvement efforts.