

Montachusett Regional Vocational Technical School

District 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 students' 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 Accommodation Plans (CAP) to help ensure that 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 each 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;
- Support for 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.

Professional Consultation and Student Based Intervention Practices

Academic/Vocational Best Practices for Support:

- A pre-referral team called the Instructional Support Team (IST) meets regularly to provide teachers support in addressing student needs
- Analysis of assessment data completed regularly by Title I Data teams in Math, Science and ELA
- Strategies to implement assessment data in the classroom are shared with Math, Science and ELA teachers by Title I Coaches
- Regular sharing and updates of student information including, but not limited to, IEP, 504, ELL, ISSP, EPP and health-related limitations as aligned with FERPA regulations
- Curriculum is continuously reviewed and updated by teachers using an online database, Atlas Rubicon, that is available to all faculty
- Use of the Google Drive platform allows for teachers to share curriculum documents, graphic organizers and additional supports at all times

Remedial Instruction for Students:

- MCAS-Prep classes for ELA and Math are provided for Title I students
- MCAS Tutoring in ELA, Math and Science is offered to all students, three days a week after school
- Peer tutoring is offered in conjunction with the National Honor Society
- All students have access to drop in style before school tutoring five days a week
- Every academic and vocational instructor has a late help day where students can access direct and individual support
- 504 Accommodation Plan services are available for designated students

Behavioral/Social/Emotional Support:

- Behavior plans are coordinated with teachers, guidance counselors and the Instructional Support Team (IST) members
- Individual/small group counseling sessions target individual needs
- 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 Deans of Students work 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 school psychologists
- The district employs a school wide incentive program titled “Bulldog Pride” where students earn prizes
 - Students earn nominations from teachers for academic achievement
 - Students earn nominations for superior attendance
 - Students earn nominations for superior behavior
- A merit system is employed to reward positive student behavior
- The district employs a school resource officer to promote safety
- Community partnerships and consultation with outside agencies (ex. LUK Inc., YOU Inc., etc.) occur to ensure appropriate resources are available as needed

Consultative Services for Teachers

- Special Education teachers/liaisons consult frequently with regular classroom teachers regarding curriculum delivery and individual student needs
- Inclusion teachers co-teach with regular education teachers in targeted core academic subjects
- Faculty continues to work on establishing consistent expectations for student performance by creating accessible online curriculum maps for each course that are vertically aligned for grades 9--12.
- Each academic department follows the District’s Curriculum Review Cycle, which includes self--assessment, data analysis, and common assessment development
- Focused and ongoing professional development opportunities addresses issues that support student learning, such as; inclusive practices, differentiated instruction, executive functioning skills, trauma informed teaching, curriculum accommodations, Social Emotional Learning, Co-teaching practices, etc.
- Teachers make frequent use of department meetings, e-mail, shared files, and Atlas Curriculum mapping sessions to exchange strategies and curricula with other professionals in the district.
- Teacher mentors are provided to non-professional status teachers as well as teachers new to the district. These teachers have regularly schedule meetings as a group, as well as individually with their mentors

Services for Linguistic Minority Students:

- Dually certified ESL/ELA instructor provides direct ELA content and language-skill instruction to English Language Learners (ELLs) in separate course offerings
- This instructor also works to support regular education teachers in lesson design and delivery in both academic and vocational content as needed
- Additionally, the ESL instructor works individually with ELLs in math, science and history content areas to provide targeted content and language acquisition support.

- ESL instructor, in collaboration with the Assessment Coordinator, provides direct proctor services for all state-mandated assessments (MCAS, ACCESS, etc.)
- ESL instructor provides targeted and regularly scheduled after school group tutoring for ELLs in order to foster content knowledge and language proficiency
- ESL instructor initiates and maintains regular school-to-family communication to promote awareness of student achievement and challenges

Teacher Mentoring and Collaboration

Mentoring:

- New Teacher Orientation and Training session required for all new faculty one week prior to the school year
- New Teacher Induction Program for all teachers new to the district
 - Monthly meetings to review specific instructional strategies, professional responsibilities, etc.
 - All new teachers are assigned a peer mentor with professional status
 - First Year Teacher- 70 hours of mentoring
 - Second Year Teacher- 50 hours of mentoring
 - New to district teachers- 25 hours of mentoring
 - Each participant is required to complete –
 - Two full period peer observations with provided feedback
 - Two brief peer observations with provided feedback
 - Each observation involves written reflections on their experience
 - Each participant is required to maintain a year-long log of their mentoring experiences

Collaboration:

- Instructional Support Team (IST) Team-collaborates by discussing students who are struggling academically or vocationally
- Individual instructors provide requested feedback for Educational Assessments
- Content-specific teams review and update Atlas curriculum
- Google drive allows teachers to share best practices with regards to assessments, lesson plans and curriculum development
- Faculty Meetings, Department Meetings, and Academic/Vocational Meetings occur monthly
- Ongoing professional development provided to all faculty based on a choice model allowing instructors to address specific student needs as well as their content-specific instruction

Parental Involvement

Yearly Events:

- Freshmen Acceptance Night for Parents (June)
- Freshman Parent Orientation Night (August)
- Back to School Night (September)
- Career Awareness Night (October)
- Parent Teacher Conferences (November)
- Open House (March)
- MEFA College Application and Financial Aid Seminars (October and April)
- College and Career Fair (September)
- Military Awareness Night (December)
- Advisory Meetings (October, February, June)
- School Council Meetings (Monthly)

Communication:

- Use of school E-mail (all E-mail addresses are available on the school website)
- Regularly updated school website
- Use of Social Media (Twitter and Facebook)
- School Messenger Phone Calls/Emails
- X2 Family Access Portal to access grades
- Google Classroom/Teacher Provided Websites
- Press releases throughout eighteen communities
- School Council
- Teacher use of the “Remind” app
- SPED PAC (Special Education Parent Advisory Council)
- Vocational Program Advisory Committees (One parent representative per shop)

General Education Strategies

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 might 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 that encourage students to think about their own thinking process
- 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
- Chromebooks, iPads and online textbooks
- Use of Google extensions and add-ons such as “read and write”, etc.
- Remind students via electronic format such as “Remind” app, email, google classroom, etc.

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 aloud with others

Additional academic support within the regular education shops/classrooms

- Paraprofessionals assigned by specific academic and vocational content areas
- Co-teaching inclusion model utilized across all content areas
- ELA and Math Title I support course provided to freshmen and sophomores
- MCAS tutoring program after school using highly qualified teachers
- MCAS Summer Academy to support freshmen and sophomores
- Consultation from in-house support specialists
- Prerequisite courses to ensure proper placement
- Leveled courses to support specific student needs
- Class size considerations
- Access to web-based academic support programs including Achieve 3000, Edulastic and ASSISTments