

Old Colony Regional Vocational Technical High School District

What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide the principal, counselors, and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist at Old Colony Regional Vocational Technical High School. By describing in a document the accommodations, instructional supports, and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our school.

Introduction:

Massachusetts General Law, Chapter 71, Section 38Q1/2 requires, “A school district shall adopt and implement a District Curriculum Accommodation Plan (DCAP) to assist principles in ensuring that all efforts have been made to meet students’ needs in regular education. The plan shall be designed to assist a regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Old Colony Regional Vocational Technical High School’s DCAP was developed to provide guidelines for helping all students (including those with special learning needs) meet Massachusetts’s standards and demonstrate success on assessments. Additionally, the principal will meet regularly with the Student Support Team (guidance counselors, school adjustment counselor, dean of students, nurse, special services coordinator, and the academic and/or vocational coordinator as needed), and the School Council to identify the educational needs of students and to discuss recommendations for the development, implementation and assessment of the DCAP. The purpose of this plan is to continually strengthen and improve the general education program for the benefit of *all* students.

The DCAP should be integrated into Old Colony’s existing district-wide improvement processes. This includes the following:

Documents

1. Staff Evaluation Instruments
2. District Improvement Plan
3. Common Core & MA State Standards
4. Vocational Technical State Standards

Curriculum

1. Program of Studies
2. Title I
3. Remedial and Support Services
4. After-School Services
5. Before-School Programs

6. Summer MCAS Programs
7. School Vacation-week Programs
8. Saturday-school Programs
9. Summer Transition Program
10. Responsible Decision-making Program
11. Technology Integration

Academic Services

1. Individual Student Success Plans
2. Special Education Services
3. Referral Process
4. 504 Accommodations

Professional Development

1. Research for Better Teaching by John Saphier– “Skillful Teacher” course for teachers
2. Differentiated Instructional and Best-Practice Classroom Strategies
3. Mentoring/Inductee Formal Program
4. Technology In-service and Professional Development Training
5. Refer to the District Improvement Plan for the most up-to-date goals and action plans.

Old Colony Regional Vocational Technical DCAP has four main objectives:

- To assist general education teachers and counselors in analyzing, assessing, and accommodating diverse learners.
- To articulate support services and instructional delivery options available within general education settings.
- To recommend instructional interventions for struggling learners.
- To delineate resources available to teachers in the areas of student support, mentoring, and professional development.

Old Colony Regional Vocational Technical High School believes that all students can learn and that learning is an ongoing, lifelong process for all. It is our mission to provide technical, academic, and social experiences so that our students can do the following:

- be college and career pathway ready;
- achieve competency in technical and academic standards; and
- develop work habits that foster independence, self-awareness, civic-mindedness, and commitment to personal growth.

We understand and acknowledge that:

- Students have different rates and styles of learning.
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development.
- Students differ in their ability to work and study independently.
- At various times, students experience different reactions and responses to curriculum and instructional task demands.
- Students require different amounts of supervision and instruction.

Please note:

“The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental

consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.”

(Excerpted from, “Is Special Education the Right Service? A Technical Guide”, MA DOE, March 2001).

District Curriculum Accommodation Plan (DCAP)

Strategy	Description
Assistance to general education classroom teachers to help them analyze and accommodate various students’ learning needs and to manage students’ behavior	Professional development and classroom-based supports for teachers: <ul style="list-style-type: none"> • Department Supervisors, Mentor Advisors, and Mentors assist classroom teachers in problem-solving and analyzing instructional practice and student results • Building-based student support team convenes regularly to provide instructional and behavioral intervention suggestions to teachers • Library/Media Specialist and IT Coordinator provide resources for curriculum and instruction and collaborate with classroom teachers around instruction • Guidance staff and School Adjustment Counselor (SAC) provide individual and small group social skills and issue-specific groups (new to school, social skills, coping skills, illness/death, learning styles, disability, etc.) • Department and faculty meetings • Mentor/mentee meetings • Common planning meetings • Curriculum mapping review
Strategy	Description
Support services that are available to students through general education, including services to address the needs of students whose behavior may interfere with learning.	<ul style="list-style-type: none"> • MCAS support offered in ELA, math, and science • After-school teacher availability 2 days/week • Homework support and after-school help in the library/media center • National Honor Society tutors • Title I supported academic classes • Extracurricular clubs and activities
Strategy	Description
Teacher mentoring and collaboration	<ul style="list-style-type: none"> • All new teachers at OC are provided a qualified mentor who has completed a mentor training program

	<ul style="list-style-type: none"> • New teachers attend an orientation day prior to the start of the year • New teachers attend after or before-school mentor sessions through the year • On occasion, a teacher will be assigned a mentor/coach to focus on a specific area of improvement • Departments meet on a regular basis (dept. meetings, common planning, in-service groups)
Strategy	Description
Review of local curriculum in relation to state learning standards	<ul style="list-style-type: none"> • Academic coordinator/data analyst and vocational coordinator assist the principal and teachers with curriculum mapping and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, and a review of curriculum in relation to state learning standards. • Each year's MCAS results are analyzed and compared to the previous year's results. • Curriculum is aligned to state standards; units are monitored and updated regularly. • Curriculum documents are available online to all staff. • Performance patterns in MCAS results are identified (strengths and weaknesses) and results are shared with teachers. • Short- and long-term plans for curriculum changes in each area for group and individual support are formulated based on results of the analysis.
Strategy	Description
Additional staffing or consultation on academic and behavioral issues	<ul style="list-style-type: none"> • OC has a fully staffed guidance department including guidance counselors and school adjustment counselor. • Guidance counselors are dedicated to students' scheduling, social, emotional, and personal issues. • OC has a school nurse who is dedicated to the physical, social, emotional, and medial well-being of students.

	<ul style="list-style-type: none"> • The speech therapist and special education teachers are available to provide consultation, classroom observation of students, and informal screening for students. • The school adjustment counselor is a specialist in behavior observation, consultation, and program development and can provide support to classroom and specialist teachers as needed. • The principal, vocational, academic, and special services coordinators, along with the dean of students provide consultation to teachers around students struggling with academic, vocational, social, emotional, and behavioral issues. • OC has a trained team of teachers who can safely de-escalate student behavior and, if necessary, restrain a student. • All OC students participate in a guidance curriculum. • The librarian/media specialist consults with teachers regarding resources, support for enrichment, and research projects to assist students. • A school psychologist consultant provides consultation to staff, including the completion of Functional Behavior Assessments, when needed, to support a student.
Strategy	Description
<p>Communication with parents and opportunities for parent involvement in the school</p>	<ul style="list-style-type: none"> • Schoolbrains messaging system is used to communicate with parents and provides them with password access to their child’s attendance, discipline, and grades • OC updates the website and uses social media such as Facebook, Twitter, etc. • Each student is provided with a Google school email address. • Any student who is in danger of failing for each trimester and/or for the year receives a letter in the mail which includes information on summer school. • Parent surveys provide input regarding parent satisfaction.

	<ul style="list-style-type: none"> • Parent-teacher conferences are held in October. • The Superintendent provides ongoing communication through social media and quarterly newsletters showcasing school/student success. • The Principal’s monthly newsletter provides ongoing information to parents and a calendar of events. • Parent-Teacher Organization (PTO), Cougar’s Gridiron Club, Parent Advisory Council (PAC), Vocational Advisory Boards, and School Council provide opportunities for parents to volunteer. • Open House tours and career awareness sessions are provided to potential incoming students and their families. • Teacher websites and online classrooms provide course information and student assignment information for students and parents to access.
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Instructional Support Interventions

Instructional supports include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies

- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social, or academic improvement plans
- Provide cueing and “wait time” or “think time” to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts with a different approach
- Differentiate instruction and assignments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems, including student graphing of own progress
- Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer-assisted instruction
- Teach students to use graphic organizers
- Provide manipulatives
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps

- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, websites, and textbooks for homework support
- Provide study guides
- Provide strategies to parents to support homework completion
- Allow extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- Allow the use of word processing for assignments and assessments

Behavioral Intervention Strategies

- Post classroom expectations in view of all students
- Classroom interventions by guidance counselor
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Adjust classroom management strategies
- Contact parents/facilitate parent support/strategies and communication
- Consult with school adjustment counselor, guidance counselor(s), and special education staff
- Include movement breaks and energizers during instructional periods
- Remove distractions

Organizational Strategies

- Provide daily schedule and agenda
- Provide study guides
- Teach organizational strategies
- Utilize flexible groups
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students

**Personnel Resources Providing Consultation/Support/Intervention
in the Regular Education Setting**

- **Guidance Counselors**
Liaison between home and school, parent consultation, teacher support, referrals, file manager.
- **Academic Coordinator/Data Analyst**
Reviews MCAS and other performance data, collects information for Educational Proficiency Plans (EPPs), and processes MCAS remedial program invitations to students and parents. Facilitates the curriculum alignment with the Common Core State Standards. Supervises the development, implementation, and data collection of the common assessments.
- **School Psychologist (Consultant)**
Conducts Psycho educational, Behavioral, and Psychological (projective) Assessments and consults with the Special Services Coordinator, Principal, teachers and parents/students regarding results and programming.
- **School Adjustment Counselor**
Provides support to teachers, parents, and students on behavioral or social issues. Conducts Social/Behavioral Skills Groups.
- **Vocational Coordinator**
Facilitates the curriculum alignment with the Chapter 74 MA State Standards. Supervises the development, implementation, and data collection of the vocational common assessments. Train teachers in differentiated instruction and the integration of technology into the curriculum.
- **Technology Specialist**
Supports staff and students with hardware and software.
- **Special Services Coordinator and Special Education Teachers**
Assist teachers with curriculum modifications and implementation and curriculum resource acquisition. Assist the general and vocational education teachers in analyzing and accommodating the diverse learning styles of their students.
- **Principal**
Supports teachers on social/behavioral issues, and behavioral interventions with students. Conducts faculty supervisions and evaluations. Oversee the alignment of the curriculum and the development and implementation of common assessments.

- **Dean of Students**
Implements the Code of Conduct. Works with students, parents, teachers, and counselors to guide students in social/behavioral issues. Assists guidance counselors with intervention when student(s) are struggling academically.
- **School Nurse**
Consults with parents, students and staff. Provides direct service for individual students.
- **Rochester Police Chief**
Police Department liaison who offers individual student or parent support and administrator consultation and referrals to outside organizations and assistance where appropriate. Conducts semi-annual K-9 searches and ALICE practice drills.
- **Student Support Team**
Monitors all at-risk students who are referred by staff members, parents, and/or students. As part of the monitoring process, a tracking mechanism is utilized with an action plan and follow-up. Students can be referred to the peer-to-peer mentoring program who meet on a regular basis. Students can be assigned to the school adjustment counselor's schedule or participate in guidance counselor check-ins to discuss academic, vocational and/or behavioral issues.
- **Mentor Program**
New teachers or teachers new to the District must participate in the Mentoring Program. Each teacher is assigned a Mentor who meets with him/her on a regular basis to discuss various issues. The monthly meetings are held with a set agenda (i.e. General Duties and Responsibilities; Software training; Classroom Management and Discipline; IEP and 504 Accommodations and Progress Reports; Motivating Students; Professionalism; Curriculum Mapping and Unit Plans; Differentiated Instruction and Shared Best Classroom Practices; and Time Management).

REFERENCE SHEET FOR POSSIBLE CURRICULUM ACCOMODATIONS

Physical

Arrange preferred seating
Incorporate stress-release activities
Use visual/auditory aids
Experiment with use of space
Remove distractions
Consider a better student/teacher match

Structural

Change instructional level
Change instructor
Use contract learning
Develop alternate assignments

Organizational

Experiment with a flexible schedule
Rotate the student's schedule
Reduce the student's schedule
Invite parental assistance
Frequent progress reports/updates

Remedial

Before/After School Support
Schedule counselor meetings
Parental communication
Notetaking assistance
Arrange peer tutoring
Take advantage of peer mentoring
Utilize study groups

Technology

Offer research assistance
Take advantage of technology integration
Use E-mail communication
Schedule online instruction
Incorporate assistive software
Parent Online Access to Progress Reports
Provide calculator instruction
Use Google Drive, Apps, Classroom, etc.

Behavioral

Create seating chart
Utilize charts/graphs
Provide a peer or adult mentor
Refer parents to specialized clinicians
Provide a reward system
Plan parental informational programs
Adjust classroom management
Use simple corrective measures
Provide ongoing positive reinforcement
Refer to mediation
Provide small-group counseling

Instruction/Assessment

Give extended time on tests
Encourage peer tutoring
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify student's learning style
Assign peer or adult mentors
Provide visual clues
Include transition cues
Provide effective study guides
Create flashcards
Break down tasks
Shorten assignments
Arrange small group instruction
Provide individual help in classroom
Reduce workload
Offer study-skills strategies
Make contracts with students
Include tactile activities
Utilize homework logs/agenda books
Provide wait time
Encourage use of graphic organizers
Teach test-taking strategies
Incorporate reading strategies